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ABSTRACT

The fashion merchandising guide is the fourth of a series of five interrelated program resource guides encompassing the various dimensions of the fashion industry. The job-preparatory guide is intended to provide youths and adults with intensive preparation for initial entry employment and also with career advancement opportunities within the fashion merchandising field. It provides an overview of the field, occupational opportunities, and competencies required of workers, and contains outlines of areas of instruction which include objectives to be achieved, teaching content, suggestions for learning experiences and evaluation, teaching resources, and instructional supplies. Areas of instruction range from fundamental background information about marketing, textiles, furs and leathers to fashion salesmanship, planning and control, and display design. Career advancement instruction includes fashion buying and merchandising, sales promotion, applied merchandising and fashion copywriting. Suggested equipment and approximate costs are included as well as a bibliography and a list of representative trade associations. Other program considerations and services judged to be important to this job-preparatory program are also presented. (Author/MW)

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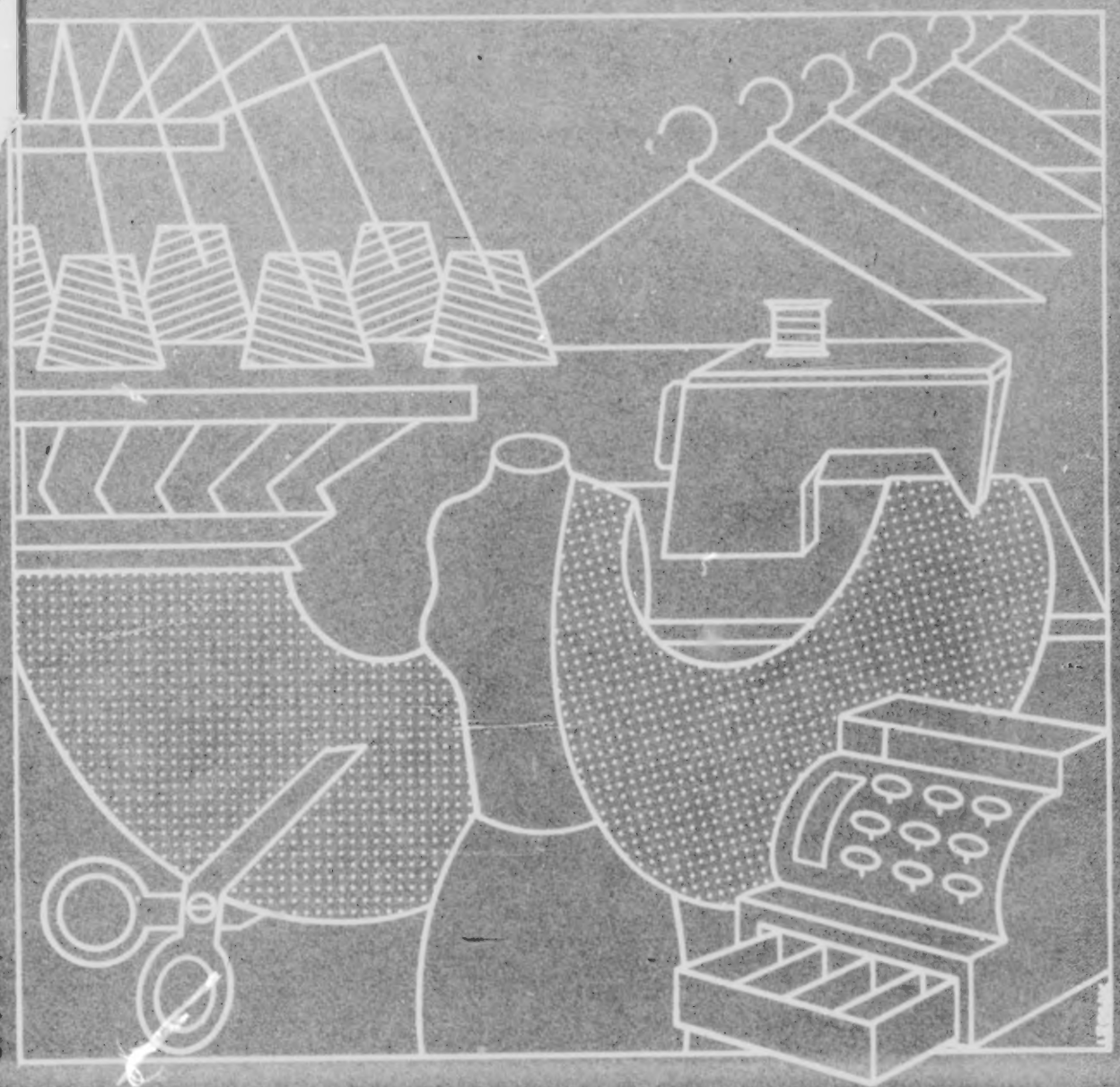
FASHION INDUSTRY SERIES NO. 4

Fashion Merchandising

a suggested program guide



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FASHION INDUSTRY SERIES NO. 4

Fashion Merchandising

a suggested program guide

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FOREWORD

This *Fashion Merchandising* guide is one of a series of interrelated program resource guides encompassing the various dimensions of the Fashion Industry. The purpose of the series is to provide school administrators and teachers with a source of information which can be used to establish, expand, or evaluate instructional programs related to the broad field of fashion.

The Fashion Industry Program Series includes five separate guides. *Career Exploration in the Fashion Industry* – Series No. 1 presents an introduction to the different segments of the fashion field and suggestions for a career exploration program. *Apparel Design and Production* – Series No. 2, *Textile Design* – Series No. 3, *Fashion Merchandising* – Series No. 4, and *Dry Cleaning and Laundering* – Series No. 5 are suggested job-preparatory (skill developemnt) program guides. These job-preparatory guides are conceived to provide youth and adults with intensive preparation for initial entry employment and career advancement opportunities within specific categories of jobs in the fashion industry.

In developing the job-preparatory guides, consideration was given to the structuring of objectives, content and learning experiences in terms of the varying competencies considered essential for different levels of employment responsibility, thereby facilitating the adoption of performance-based instruction with a variety of institutional settings. The outcomes of such instruction are identified with immediate employment or continuing education, including higher education.

The *Fashion Merchandising* guides provides an overview of the merchandising field, occupational opportunities, and competencies required of workers. It contains outlines of areas of instruction which include objectives to be achieved, teaching content, suggestions for learning experiences and evaluation, teaching resources, and instructional supplies. Suggested equipment and approximate costs are included as well as a bibliography and a list of representative trade associations. Other program considerations and services judged to be important to this job-preparatory program are also presented.

All of the guides were developed by faculty specialists of the Fashion Institute of Technology pursuant to a grant from the U.S. Office of Education to the Institute. This guide was prepared and coordinated by Bette Tepper, Assistant Professor of Fashion Merchandising. Specialized areas of instruction were contributed by Ethel Fishman, Instructor of Fashion Merchandising; Shirley Milton, Associate Professor of Advertising and Communication; Hugh Christie, Assistant Professor of Display; and Howard Essig, Assistant Professor of Textiles.

The development of the guides was under the direction of William Berndt, Project Officer, and Mary Lee Hurt and Edwin L. Nelson, Education Program Specialists in the U.S. Office of Education.

Many useful suggestions were received from industry and educational consultants, and from administrators and teachers of existing programs. Although all suggestions could not be incorporated, each was carefully considered in terms of the publication's intended use. In view of this, it should not be inferred that the program suggestions are completely endorsed by any one institution, agency, or person.

The program suggestions contained in this guide should be viewed as resource information which can be modified and adapted by administrators and teachers to meet local, State, and regional needs.

Jeannette Jarnow
Edwin Goodman Professor, Fashion Institute of Technology;
Project Director, Program Guides for the Fashion Industry.

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THE IMPORTANCE OF THE FASHION INDUSTRY

Fashion is as old as recorded history and as new as tomorrow. It manifests itself not only in what people wear but in what they eat, the way they talk, what they do, how they live and the things they use.

THE IMPACT OF FASHION

Fashion can be defined as all of the prevailing styles followed by substantial groups of people at a given time in a given place. Fashion touches many facets of human living and, in turn, the changing conditions of the environment in which that living takes place bring about changes in fashion. The intensity with which changes in fashion are followed by people everywhere on all levels of society is evidence of its impact on human activities and its significance as a social phenomenon.

The phenomenon of fashion has been studied, analyzed, and explained in many different terms. Economists view it as an element of artificial obsolescence that impels people to replace commodities which still retain their original usefulness even though the new may not greatly differ from the old. To sociologists it represents a manifestation of social interraction and an element of status seeking; psychologists find indications of sex impulses in patterns of dress. Historians see fashions as a reflection and documentation of the ideals, tastes, and values of their times just as are paintings, sculpture and other art forms.

The influence of fashion is felt not only throughout the social world but in all categories of economic activities. It is most clearly demonstrated however in a multi-billion dollar industry complex, commonly known as the "Fashion Industry", which is dedicated to the design, production, and distribution of apparel and accessories for men, women and children. Because clothing is considered to be the oldest and purest form of fashion expression, this industry embodies more aspects of fashion than any other single rallying point.

Fifty years ago "fashion" was directed, ordained, cultivated and handled by the few, in small shop operations. Today the fashion industry is, on the one hand, the exclusive air of an elegant specialty store presenting a collection of high-priced originals, and on the other hand, it is the giant factories that dispatch "blue jeans" in endless dozens to cities and prairie towns across America.

A business that began as an enterprise of small shops now caters to and employs millions of people, offers a multitudinous array of products, utilizes a diversity of talents and ranks among the largest industries in our economy.

SCOPE OF THE FASHION INDUSTRY

The fashion industry is not a clearly defined entity. It is a complex of many different industries, not all of which appear to have anything of fashion among their products.

Plainly recognizable as part of the fashion business are those industries devoted to the making of apparel and accessories for men, women and children. When one moves back to an earlier stage of production, to the fabrics, leathers, and plastics from which the finished products are made, the line between what is and what is not the fashion business becomes even harder to draw. Some textile mills that produce apparel fabrics also produce bed sheets, carpets, or industrial fabrics. Some chemical companies that produce fibers which eventually are spun, woven and cut to make garments are producers also of explosives, fertilizers, and photographic film. Some producers and processors in fields normally remote from fashion find themselves temporarily with one foot in the fashion business when prevailing styles demand such items as industrial zippers, chain belts, paper dresses, or whatever the case may be. A season or two later, they may be as far removed from it as ever, but for the time being, they too are part of the business of fashion.

The fashion business includes the stores that sell and service apparel and accessories, and the mail-order catalogues from which many consumer purchases are made. It includes businesses that neither produce nor sell merchandise, but render advice, assistance or information to those that do. In this last category are consumer publications that disseminate news of fashion, ranging from the women's page of the daily newspaper to magazines devoted primarily to fashion news such as *Vogue, Harper's Bazaar* or *Gentlemen's Quarterly*. Also

included in this category are trade periodicals which carry news of fashion and information on production and distribution techniques to retailers, apparel manufacturers, and textile mills. It includes also publicists and advertising specialists, fashion consultants, and buying offices that represent retail stores in the vast wholesale centers.

All these and more are part of the business – farms and mills and factories, union labor and white-collar workers, business tycoons and creative artists. All play their parts in the business of fashion.

ECONOMIC IMPORTANCE*

The economic activities involved in the design, production, merchandising and maintenance of textiles, apparel and accessories are a sizeable force in our nation. Whatever yardstick one uses as a measurement, their importance becomes clear.

In terms of money that Americans spent in 1972, clothing, accessories, shoes, and clothing care services accounted for 62 billion dollars, an amount which constituted almost 10% of total consumer expenditures. In terms of factory output, the industry also ranks high. Textile output for 1972 reached 28 billion dollars and factory shipments of men's, women's and children's apparel exceeded 26 billion dollars.

Millions of people are employed in producing textiles and apparel, in staffing the retail stores that make this merchandise available to the consumer, and in the retail or industrial establishments that specialize in clothing services. Of the 20 million people employed in U.S. manufacturing industries in 1972, practically one in every eight was employed either in the industry divisions that produce apparel for men, women, and children or that produce the materials from which clothing is made. The apparel segment which alone employs almost 1.4 million people is the 6th largest employer of people in the manufacturing sector of the economy and, for example, employs more people than the entire printing and publishing field or the chemical and drug industry. Textile firms employ another million workers. In addition, retail outlets that play a significant part in the distribution of clothing employed the services of more than 1/4 of the 11.7 million men and women engaged in retail occupations in 1972 and of this number it is estimated that 50% are engaged in activities directly concerned with the merchandising of apparel and textile products. Drycleaning and laundering service establishments employed an additional 1/2 million.

The industry is also important to all parts of the country rather than just a small geographic area. Although the heaviest concentration of textile manufacturing facilities is in the South and New England, some phase of textile activity is carried on in nearly every state of the Union. Apparel production plants can also be found in every state and are increasingly being located in small towns where, in many cases, they are the only industry or the largest employer. Apparel and fabric retailers are to be found in every major city, in every suburb and in the smallest of towns.

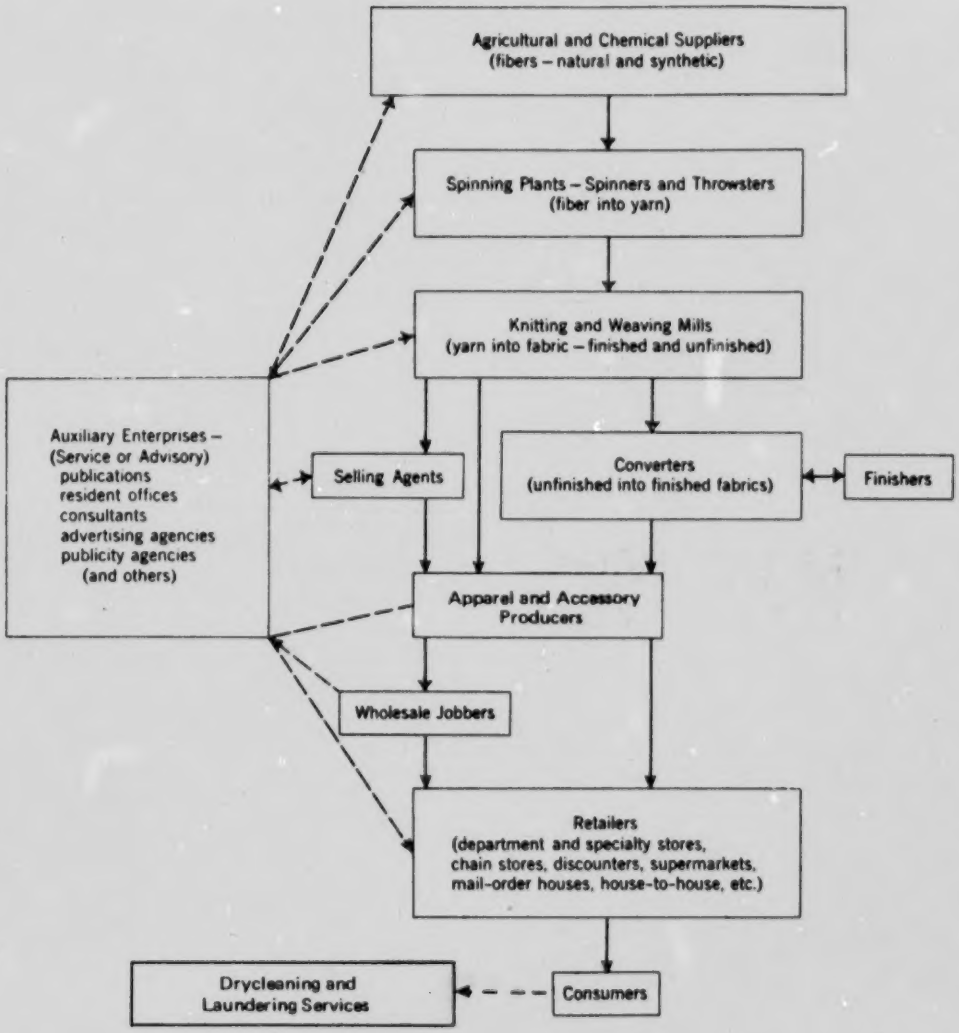
BROAD RANGE OF OCCUPATIONAL OPPORTUNITIES

Numbers alone, however, do not tell the full story of the importance of the fashion industry as a field of employment opportunity. The industry is many-faceted and offers a host of varied entry-jobs and career opportunities. It employs workers with every degree of skill and educational preparation. Training and/or experience in one segment is often an asset applied to another. Working conditions and financial compensation are satisfactory, and good pay is a by-product of good training, good job performance, good experience and good breaks. Pay rates vary from city to city, from company to company and from time to time.

There is a place in the industry for people of many different types and levels of skills which require diverse talents, interests and educational preparation. Technicians and artists, chemists and engineers, originators and copyists, cutters and sewers, buyers and sellers, administrators and entrepreneurs . . . . all these and more constitute the variety of occupational opportunities in the complex of industries involved in the design, production, distribution and servicing of textiles and apparel products.

*Source of figures: *U.S. Industrial Outlook 1973,* U.S. Department of Commerce.

FASHION INDUSTRY FLOW CHART



UTILIZATION OF THE GUIDE

School personnel using this guide will find that modifications can be easily made to fit the local conditions of their specific situation. The design of the overall suggested program is such that areas of instruction can and should be combined or eliminated entirely in adapting the program to meet local needs.

STRUCTURE OF THE PROGRAM

The components of the program suggested in this guide are based upon the differing performance requirements of different levels of employment responsibility. The program, therefore, reflects levels of competency to be achieved rather than levels of education, thereby facilitating its adaptation and use by secondary schools, post-secondary institutions and other types of training centers.

The basic skill development areas of instruction correspond to specific competencies needed for basic entry jobs and aim to prepare students for initial employment. The advanced areas of instruction progress in depth, scope and complexity of content and are designed to serve the needs of students who have more advanced career goals and/or greater educational or employment experience. The fundamental background areas of instruction, although not always essential for some basic skills, broaden the students' understanding of the occupational field and enhance their opportunities for job satisfaction and career progression. When necessary for the development of specific skills, they are noted as pre-requisites in the outlines of the areas of instruction.

The areas of instruction in the guide and the teaching modules in the instructional guidelines are flexible enough to allow for vertical and/or lateral occupational training plans. For example, enrollees in the program can:

1. *Either* progress laterally, component by related component, from simple to complex job skills in such a way that they can exit at varying points with a mastery of a specialized skill, if they choose not to complete the entire program.
2. *Or* enter the program at wherever they are occupationally and move vertically (or laterally) as far as they can or choose.

CONSIDERATIONS IN ADAPTATION AND MODIFICATION

The number of the different areas of instruction that are offered, the manner in which they are combined, the emphasis that is given to the different levels of areas of instruction and the comprehensiveness of the program will depend upon:

- The type of educational institution in which the program is being offered: for example, an adult training center would be less likely to offer the entire program than a post-secondary school.
- The time available for the program: for example, it would be more advisable in a one-year program, as contrasted to a two-year program, to eliminate complete areas of instruction rather than compromise the development of specific competencies desirable for meaningful employment.
- The occupational opportunities in the community: for example, it would be wiser to put more emphasis on retail selling than industrial selling if employment opportunities in the industrial field are non-existent or limited in the community.
- The job levels for which the program is designed: for example, little or no emphasis should be put on career-advancement areas of instruction if the objective of the program is to prepare students for basic-skill entry jobs.
- The nature of existing programs in the educational institution: for example, complete areas of instruction in fashion merchandising could be substituted or added and offered as an option to students who are enrolled in currently existing clothing and textile programs.
- The students' special needs and occupational goals: for example, being responsive to students' individual needs in terms of where they are and what they wish to be.
- The opportunities that are available to the students for continuing study and articulation with advanced

job-preparatory programs: for example, a secondary school in a community which does not offer post-secondary job-preparatory programs should include career-advancement areas of instruction; a secondary school in a community in which post-secondary job-preparatory programs are already in existence might do better to concentrate on fundamental background and basic skill-development areas of instruction.

TIME ALLOTMENTS

The hours to be allotted to each area of instruction should also be modified and adapted to suit local situations. If available instructional hours are less than those suggested in this guide, it is suggested that certain teaching modules and/or complete areas of instruction be eliminated rather than weaken the development of skills needed for job entry.

THE FASHION MERCHANDISING FIELD

The term *fashion merchandising*, as used in this guide to identify an occupational field, requires an explanation in order to avoid possible misunderstanding by readers. Its relationship to marketing should also be clarified.

Marketing, as defined by the American Marketing Association, is "the performance of business activities directed toward the flow of goods and services from producer to consumer or user." Merchandising is defined as the "planning and supervision involved in marketing the particular merchandise or services at the places, times and prices and in the quantities which will serve best to realize the marketing objectives of the business." Since merchandising is the marketing function and activity which governs the merchandise produced or offered for sale, it is an essential occupational field in the "flow" of fashion goods and makes economically meaningful the work of the talented designers and skilled manufacturing personnel who are responsible for the design and production of textile and apparel products. Such other marketing activities as transportation, storage and warehousing, finance, and market research are services and activities which support the merchandising function. Selling activities that encompass personal selling, advertising, publicity, visual displays, and the like, are part and parcel of the merchandising function.

Fashion merchandising occupations are those which are *directly* involved in the performance of the merchandising function in retailing, wholesaling, and manufacturing establishments. Regardless of precise definition, the basic difference in the merchandising activities of manufacturers and retail or wholesale middlemen is in the point of view of their operations. Whereas manufacturers are interested in *what to make,* retailers and wholesalers are concerned with *what to carry in stock.* The focus of all is on fashion, because apparel and textile products are also called fashion goods. Broadly speaking, all seek the same general objective — having the proper quantities, at the appropiate time, of the types and kinds of merchandise that meet anticipated customer requirements, and at the prices such customers are willing and able to pay. The ultimate goal, as that of any other business activity, is profit or a reasonable return on invested capital.

MANPOWER NEEDS

The increasing interest and emphasis on fashion has created a growing need for educationally prepared and trained fashion merchandising personnel. Retailers of every conceivable type are expanding their fashion operations. Manufacturers have changed their product planning emphasis from a production-oriented approach to a consumer-oriented fashion merchandising approach.

Enthusiatic and motivated young people are in great demand for such entry level positions in retail merchandising as salespeople, merchandising clericals, display assistants, merchandise distributors, and merchandising trainees to name but a few. In the manufacturing field there are entry-job opportunities for a beginner, such as showroom assistants, inventory clerks, sales trainees, shipping clerks, and the like. There are also many related occupational opportunities in the auxiliary enterprises that service fashion manufacturers and retailers, such as fashion publications, trade associations, advertising and display agencies, and resident buying offices.

Occupational needs and opportunities in the fashion merchandising field are varied enough to interest widely differing kinds of people, and provide an outlet for the talent of gifted creative individuals as well as employment for workers who are happiest at routine jobs.

DESIRED COMPETENCIES

In general, successful performance in fashion merchandising occupations demands an outgoing and pleasant personality, an interest in fashion, and an ability to relate to people, the profit motive, and to textile and apparel products and services. Adaptability is a further requisite since variations in tasks and duties are customary and expected. Manual skill requirements are negligible.

For career advancement more specific competencies are necessary: a knowledge of the value, quality, construction, and performance of fashion products; an appreciation and respect for customer wants and needs; a skill in merchandising and marketing techniques; a capacity to face and enjoy new challenges and problems; an ability to perceive and distinguish relationships and alternatives.

EDUCATIONAL PREPARATION

Although education beyond high school is not a requirement for many of the entry jobs in merchandising, those people who aspire to managerial or executive positions and advanced study a great advantage. Levels of employment opportunity do tend to reflect levels of education. This is particularly true in highly competitive employment areas.

Specifically helpful and applicable to a career in fashion merchandising are such areas of study as textiles, apparel, business or merchandising mathematics, buying techniques, salesmanship, advertising, display, and marketing operations. As important as the vocational studies which contribute to the student's occupational competency are disciplines that contribute to the "life skills" of the students, and deepen their understanding of the economic and social forces that influence fashion merchandising operations. Areas of study that stress communication skills and problem solving are important, as are social studies and economics. Equally important are part-time work experience in a retail store, in conjunction with educational preparation.

OCCUPATIONAL OPPORTUNITIES

There are many entry starting points in the field of fashion merchandising. Some entry jobs, such as selling, can be satisfying within themselves as for example, a career as a professional salesperson. Others, such as a merchandising trainee, are stepping stones to another job objective. Possibilities for job challenges and career advancement are inherent in all since there are many different paths and sequential steps by which one may progress. Career development movement may be horizontal or vertical and it can be within one organization or within the industry itself, since all merchandising activities are closely related and interdependent. The ubiquitous nature of retailing, however, makes merchandising entry job opportunities in retail firms much more widespread than in wholesale and manufacturing firms, or in other branches of the industry. Moreover, employment experience in retail merchandising is considered a great asset for advanced fashion merchandising careers in other segments of the fashion industry and is often an employment requirement. This is because retailing is the final step along the road that textiles and apparel must travel on their way to the ultimate consumer, and an understanding of retail merchandising is therefore of paramount importance for all occupations in the fashion industry.

Opportunities for careers in retail fashion merchandising exist everywhere: in downtown areas, suburbs, and shopping centers; in every hamlet, town, and city. The variety of retail outlets that buy and sell apparel and textile products is almost infinite in terms of the assortment and quality of goods carried. Their range encompasses exclusive salons and bargain basements; cash-and-carry stores and those that charge and deliver; stores that specialize in apparel, and stores that carry a general merchandise mix; small independent entrepeneurs and large-scale, publicly-owned corporate retailers employing thousands of people. Regardless of the multitude of their individual differences, however, each type of retailer performs the same basic fashion merchandising function—the purchase of apparel and textile products for resale to the ultimate consumer. In fact, many people tend to regard merchandising as synonomous with retailing.

More than half of all the people who work in retailing are employed in the merchandising division that has the responsibility for planning, procuring and pricing merchandise assortments, selling the merchandise it buys, and earning a profit. The balance are employed in activities that service and support the merchandising function such as store operations, personnel, finance and control, or in activities such as advertising, display, and publicity that implement the sales promotion function of merchandising. Buyers, and the merchandise managers who supervise them, are the key executives in the merchandising division of a retail institution. The specific responsibilities of buyers vary according to the type of organization. In departmentalized stores, department buyers are virtually in business for themselves in the sense that they have to budget and plan their expenditures, select merchandise, decide what is to be advertised and displayed, teach and train subordinates, and make a profit. In chain organizations and in some large multi-store departmentalized operations, the buying activities are centralized in office headquarters rather than in the individual stores themselves. In organizations such as these, the responsibilities differ to the extent that the buyers concentrate on the purchase of merchandise. The supervision and the day-to-day management of the sales staff becomes the responsibility of a sales or department manager.

The merchandising activities that service, support, and assist the buying function provide many entry-job opportunities for young men and women alike. Experience gained in one is applicable and transferable to all types and levels of jobs in fashion merchandising. All can lead to career advancement. However, experience in any phase of retail selling is considered by many to be the best all around training for a career in merchandising, and equally valuable for other occupational fields in the fashion industry.

Many large-scale retail organizations offer entry positions on junior executive training squads as do some large manufacutring enterprises. These, however, are often restricted and reserved for graduates of post-secondary schools. Although the type of training differs from firm to firm, it generally includes a series of rotated on-the-job experiences, including selling, that are often supplemented by classroom lectures and special assignments. The length of the training period can be from 6 months to a year. Upon completion of the training period, the trainees are assigned directly to junior executive positions. Opportunities on training squads, or promotion to junior executive positions, are also available to promising young people who are already employed in the firms and who are not college graduates. The fact of the matter is that some of the most successful merchandising executives have attained high positions without benefit of college education.

The following chart offers an overview and examples of specific fashion merchandising occupations, typical places of employment, and brief descriptions of what workers do. Occupations are classified according to entry-level jobs and advanced career opportunities. Specific job titles and responsibilities may vary from place to place and are subject to change as technologies change and new positions are created.

PROFILE OF OCCUPATIONS IN FASHION MERCHANDISING

Entry Jobs

OCCUPATION	PLACES OF EMPLOYMENT	WHAT WORKERS DO
Stock Person	Retail Stores Wholesale Firms Manufacturing Firms	Receive and store incoming merchandise; keep merchandise properly arranged; participate in stock control.
Merchandise Clerical	Retail Stores Manufacturing Firms Wholesale Firms Resident Offices Central Buying Offices	Record information on merchandise ordered, received, and sold; prepare special stock and sales reports.
Office "Follow-up"	Resident Offices	Follow up on buyers' orders for delivery and shipping dates; place special orders and reorders.
Salesperson	Retail Stores	Service customers; transact sales; help with stockkeeping.
"Flying" Squad	Retail Stores	Receive temporary selling and other assignments where needed.
Merchandise Trainee	Retail Stores	Receive periodic assignments in different merchandise departments to learn the various aspects of merchandising.
Assistant to Fashion Coordinator	Central Buying Offices Resident Offices Manufacturing Firms	Help coordinator in producing fashion shows; research fashion; collect and cut fabric swatches.
Executive Trainee	Wholesale Firms Manufacturing Firms Retail Stores Central Buying Offices	Receive temporary assignments in various departments of all the major divisions.

(Entry Jobs continued)

OCCUPATION	PLACES OF EMPLOYMENT	WHAT WORKERS DO
Advertising Assistant	Retail Stores Resident Offices Advertising Agencies Central Buying Offices	Follow through on ads; keep advertising sample books; assist where needed.
Assistant to Copywriter	Retail Stores Advertising Agencies Central Buying Offices Resident Offices	Assist in writing copy.
Display Assistant	Retail Stores	Collect merchandise from departments; help execute window and storewide displays.
Photo Stylist	Photo Studios	Accessorize and fit merchandise that is being photographed.
Salesman's Assistant Showroom Sales Assistant	Wholesale Firms Manufacturing Firms	Assist salesman when he/she shows merchandise to buyer, and render services to customers.
Comparison Shopper	Retail Stores Central Buying Offices	Shop competing stores; compare prices, observe active selling items; report findings to buyers.
Merchandise Distributor	Retail Distribution Centers	Collect information about individual store needs and allocate merchandise which has been bought.
Shopper		Shop retail stores and textile firms; observe and report new and/or active selling items.

Advanced Career Opportunities

OCCUPATION	PLACES OF EMPLOYMENT	WHAT WORKERS DO
Head of Stock	Retail Stores	Maintain stock from receipt to sale of merchandise
Assistant Buyer	Retail Stores Central Buying Offices Resident Offices Wholesale Firms	Aid the buyer in most of his/her duties and take charge in absence of the buyer.
Associate Buyer	Retail Stores Central Buying Offices Resident Offices	Perform the buying function with its accompanying activities for a classification of merchandise rather than for an entire department.

(Advanced Career Opportunities continued)

OCCUPATION	PLACES OF EMPLOYMENT	WHAT WORKERS DO
Branch Store Department Manager	Retail Stores	Assist in handing the merchandising activities performed in the branch store; supervise sales personnel and store operations.
Buyer	Retail Stores Central Buying Offices Wholesale Firms Manufacturing Firms	Anticipate wants; select merchandise; determine sources of supply, and time of purchase; budget quantities; price merchandise; buy goods at a price which permits a profit; participate in selling; plan sales promotion activities.
Divisional Merchandise Manager	Retail Stores Central Buying Offices Resident Offices Wholesale Firms	Coordinate the activities of a group of related departments; advise and supervise the buyers; interpret and execute policies of management.
General Merchandise Manager	Retail Stores Central Buying Offices Resident Offices	Coordinate and supervise all the buying and selling activities of the entire organization; interpret and execute policies of management; advise and supervise divisional merchandise managers and buyers.
Sales Manager	Wholesale Firms Manufacturing Firms	Hire, train and supervise the activities of sales personnel, and participate in sales promotion activities.
Fashion Coordinator	Retail Stores Central Buying Offices Resident Offices Textile and Leather Firms Apparel Manufacturing Firms	Research, analyze and advise on fashion trends; produce fashion shows; prepare and distribute fashion information to company personnel.
Comparison Office Manager	Retail Stores Central Buying Offices	Supervise the activities of the shoppers who check the competing stores and participate in sales promotion by checking responses to the advertising of competing stores.
Copywriter	Retail Stores Central Buying Offices Advertising Agencies	Create the text, headlines and slogans of ads.
Advertising Manager	Retail Stores Central Buying Offices Advertising Agencies	Direct a company's advertising program by setting policies concerning type of advertising, amount of advertising budget, and supervise the preparation of promotional material.
Display Manager	Retail Stores Central Buying Offices	Plan and direct the execution of window and interior displays.

(Advanced Career Opportunities continued)

OCCUPATION	PLACES OF EMPLOYMENT	WHAT WORKERS DO
Section Manager Service Manager	Retail Stores	Maintain satisfactory standards of customer service throughout an assigned part of store; supervise sales personnel; handle emergencies arising in selling areas.
Floor Superintendent	Retail Stores	Supervise a group of section managers within a selling area.
Salesman	Wholesale Firms Manufacturing Firms Sales Representatives	Locate industrial customers; make products known to them; provide product information and services; take orders; follow up on customers.

THE FASHION MERCHANDISING PROGRAM

It is expected and suggested that the program in this guide will not be applied to a given situation exactly as outlined. The material is presented to illustrate how a comprehensive Fashion Merchandising educational program can be organized. It aims to provide a suggested framework within which such training can be developed.

PROGRAM OBJECTIVES

A job-preparatory program must concentrate on employment objectives if it is to prepare occupationally competent individuals. Its approach must be realistic, pragmatic, and must identify with specific competencies needed.

The development of occupational competency has at least six components around which a program should be designed:

1. Training should prepare the individual to be a productive employee in an entry-level job.
2. The training, combined with a reasonable amount of work experience, should prepare the individual to advance to positions of increasing responsibility.
3. The training should give the individual an understanding and appreciation of all of the functions operating within the business enterprise.
4. The foundation provided by the training should be broad enough so that the individual can do further study within his field. No program can be considered terminal in the sense that the student stops learning. The further study may be the reading of trade publications, new text references and/or formal education.
5. The technical training should be complemented by other educational disciplines which contribute to the social and personal development of the student. Employers want workers who are not only technically competent, but who have basic mathematical skills, who can communicate with people, and who can get along with others.
6. Training should develop the professional attitudes and behavior necessary to secure and hold a job.

The overall program suggested in this guide is designed to meet these requirements. It has been so structured as to lend itself to modifications and adaptations depending upon competencies to be achieved, time available for instruction, opportunities for employment, special needs and occupational goals of the students enrolled, varying types of educational institutions, and currently existing programs.

DESIRED BEHAVIORAL OUTCOMES

The aim of the program contained in this guide is to enable students to acquire the specific abilities needed for initial employment, and to provide the knowledge necessary for career advancement and continuing study.

The suggested program includes three fundamental background areas of knowledge followed by basic skill development and career advancement instructional areas that correspond to the specialized skills and proficiencies needed for employment in fashion merchandising occupations. The program in its entirety, as illustrated in the example of a comprehensive fashion merchandising program that follows, aims to provide students with the following competencies:

1. An understanding of the fashion industry as a whole, with emphasis on the marketing activities and the interrelationships of the different segments of the industry.
2. A knowledge of furs, leathers and of textile fibers, fabric construction and finishes, as they affect and apply to the merchandising of fashion products.
3. A comprehension of the principles, dynamics and nature of fashion and consumer fashion demand, and their implications for the merchandising of fashion.
4. An ability to evaluate fashion products in terms of their design, construction, and workmanship qualities.
5. An ability to use correct fashion terminology for the written and oral communication of fashion ideas and information.
6. An ability to apply basic salesmanship principles and techniques to the creative selling of fashion merchandise.
7. A recognition of the different types of sales promotion activities that can be used to promote

fashion merchandise, and an understanding of the techniques and procedures that can be used in their implementation.

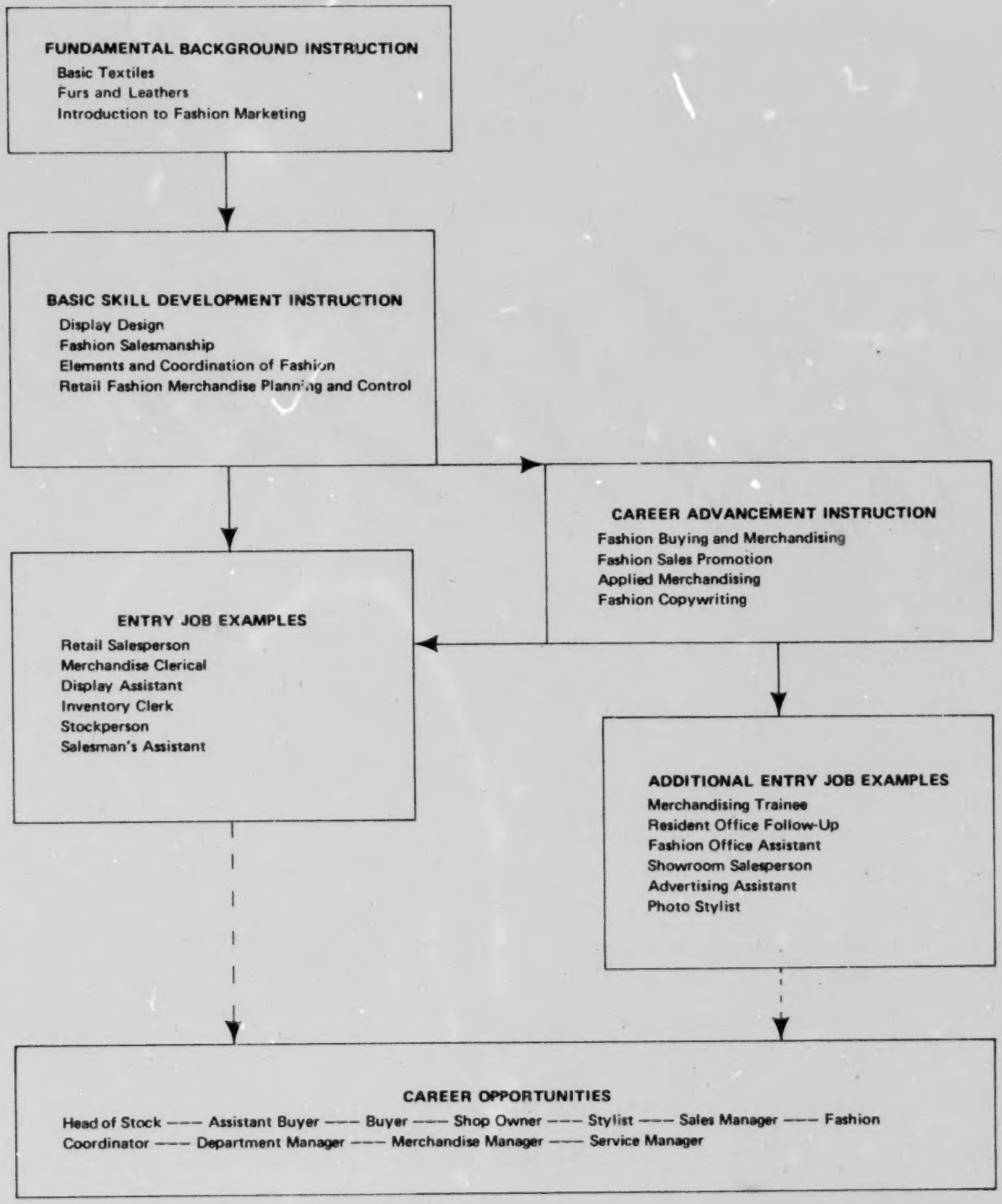
8. An understanding of basic profit factors, and a proficiency in retail merchandising mathematics.
9. A comprehension of the retail merchandising techniques, principles and procedures employed in the buying and merchandising of fashion products.
10. A recognition of the occupational opportunities and qualifications for careers in fashion merchandising.

EXAMPLE OF A COMPREHENSIVE FASHION MERCHANDISING PROGRAM*

Areas of Instruction	*Suggested Hours*
FUNDAMENTAL BACKGROUND	
Introduction to Fashion Marketing	60
Basic Textiles	60
Furs and Leathers	30
BASIC SKILL DEVELOPMENT	
The Elements and Coordination of Fashion	60
Fashion Salesmanship	45
Retail Fashion Merchandise Planning and Control	60
Display Design	45
CAREER ADVANCEMENT	
Fashion Buying and Merchandising	60
Fashion Sales Promotion	45
Applied Merchandising	160
Fashion Copywriting	45

*This sample program can be modified in terms of hours and instructional areas to suit the time, facilities, and objectives of varying types of educational institutions, and the students' job goals and needs.

THE PROGRAM AND OCCUPATIONAL RELATIONSHIPS



BRIEF OVERVIEW OF AREAS OF INSTRUCTION

Introduction to Fashion Marketing

Covers the nature of the business enterprises, and the industrial practices involved in the design, production, retailing and consumption of fashion products, with major emphasis on marketing activities and interrelationships.

Basic Textiles

Analyzes textile fibers and the construction of fabrics, with emphasis on the properties that affect their hand, appearance, performance and end-use.

Leathers and Furs

Concerns itself with the properties, characteristics, and construction of leather and fur end-fashion products as they affect the knowledgeable buying and selling of these products.

The Elements and Coordination of Fashion

Examines the dynamics, language and coordination of fashion, and analyzes the basic styles, sizes, construction, and workmanship of apparel products.

Fashion Salesmanship

Covers the principles of salesmanship and their application to creative and effective techniques for selling fashion products, by means of role-playing selling situations.

Retail Fashion Merchandise Planning and Control

Concerns itself with the scientific use of numbers in merchandising, and the figures and mathematical techniques that are employed to translate fashions into the profit-making activities of planning, pricing, and controlling quantities.

Display Design

Examines display as a visual merchandising medium, and covers the principles of display design and their applications to fashion merchandising environs.

Fashion Buying and Merchandising

Analyzes the buying function and the career opportunities in different types of fashion retailing enterprises, and studies the merchandising techniques that are used to forecast fashions, plan assortments, determine sources of supply, select merchandise, negotiate buying arrangements, and follow through on the sale of the merchandise.

Fashion Sales Promotion

Covers the types and objectives of the different sales promotion activities that are used to sell fashion products, and the specialized techniques and procedures that are employed to implement the activities of advertising, display, fashion shows, special events, and publicity.

Applied Merchandising

Provides students with opportunities to test and apply retail merchandising principles, practices and techniques, through the actual operation and management of a retail store.

Fashion Copywriting

Concerns itself with the principles, evaluation, and writing of fashion copy for advertisements, market bulletins, display presentations, and fashion reports.

GENERAL PROGRAM CONSIDERATIONS

There are many administrative factors to be taken into consideration before a job-preparatory program is undertaken or expanded. Questions such as the following require affirmative answers:

1. Does such a program meet a manpower and educational need in the State or community, and at a reasonable cost?
2. Is the present faculty, if any, qualified or can qualified faculty be obtained?
3. Will there be adequate financial support to provide the program with the necessary facilities and equipment, and to maintain it by providing continuing support for the proper instructional resources necessary for high quality programs?
4. Can provisions be made for effective guidance and placement services?

SURVEY OF NEEDS

The basic purpose of this or any other job-preparatory program is to prepare students for advantageous initial employment. It is obvious that a program of this type should not be undertaken unless:

1. There is every indication that it fills an educational or manpower need in the community or State and at a reasonable cost.
2. There is some assurance, as determined by a study, that there are advantageous and meaningful entry-job opportunities for enrollees of the program.

Those who believe that a program of this type may be needed in their institution should begin with a comprehensive regional, State, and/or local study. It should be made with the help of people acquainted with the fashion industry needs in the fashion merchandising field. Such a survey is necessary to catalog the educational needs, to define community support, to evaluate available student population, and to form a basis for a decision as to whether or not to offer the program in whole or in part. Furthermore, no program should be undertaken unless there is strong indication that there will be a continuing need.

FACULTY

The effectiveness of a job-preparatory curriculum depends to a great extent on the competence and enthusiasm of the teaching staff. It is important for instructors in this program to be occupationally competent through bona-fide wage earning experience in relevant occupations, and to have had or to be given instruction in the techniques of teaching. Occupationally experienced teachers add credibility and realism to a program.

The problem of identifying and recruiting qualified instructors is a very real one. If vocational or technical teachers with an understanding and appreciation of the industry are unavailable within the institution, some instructors may be recruited from industry who are available for teaching on a part-time basis. There are often industry professionals who are eager and able to teach 2 or 3 hours a day or some other agreed upon schedule.

Also, some individuals who have retired from industrial positions, and who are physically and mentally alert, may be recruited as part-time instructors for areas of work in which they have had a successful experience.

Experience has shown that graduates of technical schools, who have acquired suitable employment experience, often become excellent teachers in job-preparatory curriculums. Persons with this background are more likely to understand the objectives, values, and unique instructional requirements of vocational technical education and often bring to the program the kind of enthusiasm which has meaning to the students they meet.

Programs of an occupational nature need to be kept up-to-date if they are to be effective in preparing people for employment. In-service training programs should be developed and used to help instructors with teaching techniques, use of instructional materials, planning instructional procedures, evaluation procedures, etc., and to update instructors in terms of new industry developments. Faculty members should also be encouraged to participate as active members of professional associations. Through their publications and meetings, such organizations serve as important sources of information for new instructional materials and con-

tinuing reports of new processes, concepts, and developments related to their technologies. A list of these trade associations and professional societies can be found in the Appendix.

STUDENT ENROLLMENT AND SERVICES

It is recommended that there be some system for enrolling students who have a reasonable expectation of succeeding in all or a meaningful part of the program, since the effectiveness and success of the program will ultimately be measured by the job performance of its enrollees.

Generally speaking, students entering the Fashion Merchandising program should possess an outgoing and pleasant personality, an ability to get along with people, and an interest in fashion products. A high degree of motivation is desirable.

General school records, aptitude test results, and information on exploratory experiences and activities can be useful tools in assisting potential students in making the decision on whether to enter this program or not.

Guidance and Counseling Services

Guidance and counseling are important in order to bring into the program students who have a basic understanding of the demands and rewards of the occupation, and who have the potential for developing the competence and confidence to meet the demands and achieve the rewards.

In view of individual differences, diverse occupational objectives, the variety of instructional areas, and the levels of training opportunity, the importance of informed and continuous counseling cannot be overemphasized. Teachers, coordinators and guidance personnel must assume responsibilities for:

1. Aiding students in their selection of educational and occupational objectives consistent with their interests and aptitudes.
2. Providing for assessment and recognition of individual student's competencies achieved or developed in previous educational programs and/or employment experiences.
3. Assisting students in a continual assessment of their progress toward their individual occupational goals.
4. Assisting students in revising their educational objectives if other interests and vocational goals emerge as students develop.

Students should also be involved in determining how much job preparation they want, how much they will undertake, and for how long. After completing their first goals, they could then be encouraged to participate in progressive levels of job preparation in order to broaden employment potential and satisfy maturing occupational choices.

Placement and Follow-Up Services

Effective occupational preparation is impossible if the school feels that its obligation ends when the students graduate. Placing the students on the job, and following up their successes and failures, provide the best possible information to the school on its own strengths and weaknesses.

An excellent placement record is important in attracting new enrollees. Also, a school that is successful in placing its students is more likely to have motivated students than a school that divorces itself from the placement responsibility.

Follow-up of employed graduates should be utilized to determine:

1. Graduates' success or failure in employment
2. Effectiveness and value of the program
3. Possible revisions to be made in the program.

Competency Certification

In industries such as the fashion industry where employment certification is not prescribed, certification could be considered informal. Student records could be maintained in terms of the degree to which the student is able to perform one or more of the competencies needed for identified occupations. Another factor to be considered for competency certification is employer evaluations of the students' performance in cases where a cooperative training experience is provided.

STUDENT ORGANIZATIONS

Student clubs that are related to an instructional program, should be encouraged and sponsored by faculty members. Groups such as these strengthen relationships among students, and develop leadership potential and an ability to work with other people. They also provide opportunities for students with similiar interests to select and discuss areas about which they would like further information, and to invite guest speakers of their own choice.

These student groups should be directed by the students but faculty assistance and advice must be available whenever needed. To be encouraged also are affiliations with relevant student organizations that are national or statewide in scope, such as the Distributive Education Clubs of America.

ADVISORY COMMITTEES

The success of job-preparatory programs depends greatly upon the formal and informal support of industry advisory committees. Such committees serve without pay, as interested citizens.

The committee can be important as an aid in establishing, maintaining, and/or evaluating the program. Members can also be helpful in recruiting faculty, placing graduates, recommending, and, in many cases, securing donations of instructional equipment and materials, providing assistance and facilities for field trips, assisting with training stations for cooperative training, and the like.

The committee should be made up of representatives of industry, trade associations, related business and industry and, where appropriate, local labor organizations in the community, area, or State for which trainees are being prepared. Committee members should be appointed on a rotating basis so that the duty will not become a burden to any individual member. Rotating memberships will also give other interested people an opportunity to serve. The average committee usually consists of about 12–20 members. Members should be invited and appointed by the responsible educational authority. The duties and responsibilities of the advisory committee should be clearly understood so that maximum service can be rendered.

For further information about advisory committees see (1) American Vocational Association, *The Advisory Committee and Vocational Education*, Washington, The Association, 1969 and (2) Riendeau, Albert J., *The Role of the Advisory Committee in Occupational Education in the Junior College*, Washington, American Association of Junior Colleges, 1967.

COOPERATIVE TRAINING

A good way to develop employment skills is through actual employment. To the extent that the labor market allows, cooperative work training should be a regular part of a job-preparatory program. It may be scheduled for a block of time planned for full-time employment during peak business periods or for a period of time during which part-time school attendance is alternated with part-time employment.

When employment is used, it should be considered an essential element in the educational process and should be related to the field of study in which the students are engaged. For example, many of the learning experiences suggested in this guide can be adapted for completion at the students' employment sites.

When students test and apply their school-learned theory in a work situation, study becomes more meaningful. Just as important, the student has an opportunity to learn the importance of reliability, cooperation, judgment, and other qualities associated with the successful worker. Through this exposure to the real world of work, students' career choices are stimulated and shaped. Should they find through their work experience that they are not fitted for a specific area of work, they may decide to change their field of study. This decision may prevent them from wasting their time on a misguided career choice.

Specific employment is obtained, as circumstances permit, by a teacher-coordinator or a placement office within the educational institution. The institution regards the cooperative training technique as an integral part of the program as a whole. It is not regarded primarily as an earning opportunity, although all students are paid wages that are commensurate with those paid to beginning workers in the particular job for which they are employed. Job evaluation reports are submitted to the school coordinator by the employer and are then discussed with the student. Work reports are submitted by the students to the classroom instructor(s) who utilize them to reinforce instruction.

The cooperative training technique offers important advantages to students, to the school, and to employers. It offers students an opportunity to gain the type of experience that will make them more desirable as employees. As a result of their employment experience with a particular establishment, many students are offered permanent positions with that organization upon completion of their schooling. Regardless of their next steps, students establish employment records, that are extremely important for future reference.

Cooperative education also provides opportunities for the educational institution to maintain close contact with employers. This contact becomes a valuable two-way channel of communication that helps the educational institution to keep its knowledge of specific employment needs up-to-date, and at the same time keeps employers acquainted with, and involved in, the program of the institution.

Ideally, students should be exposed to work experience after they have acquired some of the basic skills required for entry jobs. At this point, they can render some meaningful service to the employer and in

turn gain a realistic view into their chosen occupation. They will then be able to approach further study with a better understanding of the actual working conditions and career opportunities in their field.

Additional expenditures of time and money are necessary to locate work training stations and to supervise and counsel the students who are assigned to them. Few expenditures, however, will bring a bigger return in linking education with productivity and in making schools effective in preparing young people for meaningful careers.

Specific suggestions for using the cooperative plan are available from vocational education directors in State Departments of Education.

SAFETY

Principles of safety should be taught and stressed as an integral part of each instructional area that involves handling of tools and equipment. By emphasizing careful procedures and by observing the normal safety practices, many dangers can be avoided.

The importance of protecting human life and limb is paramount, but students also need to learn good work habits and to develop a pride in workmanship. Teaching proper care and use of equipment is more important than teaching how to repair it as a result of negligence.

INSTRUCTIONAL EQUIPMENT

In determining and selecting instructional equipment, the need for every item should be established. Instructors should recognize that the purpose of laboratory and/or learning experiences is to teach or reinforce principles and basic skills. The latest and most expensive equipment is not always necessarily the best for instructional purposes. In many cases, simpler equipment may be more effective because it represents only the essentials. Equipment, however, should reflect current industry usage.

The possibility of getting donations of equipment from industry resources should be investigated by the local school or by the State vocational education offices. Advisory committees can be helpful in this area.

The ingenuity of the instructor, however, will play the major part in governing the selection and cost of the instructional equipment. Suggestions for specific equipment, and approximate costs are discussed in a separate section.

INSTRUCTIONAL MATERIALS

The specific instructional materials that are suggested for this program are included in the instructional outlines and are also discussed in the section on *Facilities, Equipment and Instructional Supplies*. The following are general suggestions for sources of supply for instructional materials which can have financial advantages to the program and can also enhance instruction:

1. Product and fashion brochures from textile producers, apparel producers, retailers and trade associations are obtainable free of charge.
2. Donations and/or loans of merchandise samples for instructional demonstrations and learning-experience activities can often be obtained from local manufacturers and retailers.
3. Examples of merchandising clerical forms, resident office market bulletins, sales training materials and the like are also often obtainable from local retailers without cost.

LIBRARY SUPPORT

A school library is the major source for the reading and reference facilities that are necessary to make an educational program fully effective. Instructors must recognize their responsibility for developing and enriching the resources of the library to support their program, and for stimulating student use of the library. Assignments and projects calling for the use of the library enables the students to understand the research resources in libraries and how they relate to their present career choice.

The library should house trade journals, pamphlets, basic references, current and pertinent books, and periodicals. Keeping abreast of new developments, procedures, and fashions is most important. Many new and different fibers are continually introduced in fabrics for apparel. Such non-textiles as plastics, leathers, and furs are also used for garments. One quickly realizes the importance of good library support to keep faculty and students updated on new product technologies and fashion trends.

A list of periodicals that report new developments in products, fashions, and merchandising procedures can be found in the *Bibliography* of this guide. It is suggested that the library subscribe to these periodicals for the use of faculty and students alike.

TEXTBOOKS, REFERENCES, AND AUDIOVISUAL AIDS

Due to the dynamic nature of the industry, techniques, procedures, and product technologies are constantly changing. Textbooks, references, and visual aids must be reviewed continuously in light of new developments.

The texts and reference materials that are suggested in the instructional area outlines should be examined by the

instructor and analyzed for content and relevancy; newer and more pertinent ones should be substituted as they become available. The information needed to cover a particular area of instruction is more often than not, unavailable in texts; hence the multiple listing of references.

In many areas of instruction, it will be necessary for the teacher to develop his own teaching materials. Reading references must usually be augmented by mimeographed material reproduced by the instructor from current materials in trade publications and/or by brochures, bulletins, and reports from trade associations and from business firms within the fashion industry itself.

Audiovisual aids can be a great help in teaching but must be previewed before use in order to determine their timeliness and pertinency to a teaching objective. Only a few have been listed in this guide because changes in techniques and procedures tend to make films obsolete in a relatively short time.

It is expected and hoped that a skillful instructor will make liberal use of merchandise samples, slides, transparencies, charts, industry materials, and other visual aids that illustrate and visualize technical aspects of the content that is being taught. These again must usually be collected and/or prepared by the individual instructor. They must also be updated regularly in order to keep them current. Some suggestions for visual aids are included in the instructional outlines but the ingenuity of the instructor and/or department head must play the major part in the preparation and use of instructional aids.

OUTLINES OF AREAS OF INSTRUCTION

The outlines of the areas of instruction that follow contain the subject matter to be included, the behavioral objectives, and brief instructional guidelines. They are organized according to teaching modules each of which contains suggestions for teaching content and student learning experiences. Suggested hours, prerequisites, approaches for student evaluation, and teaching resources are also included for each area of instruction. It is recommended that these materials be modified to suit the needs of local situations and to take advantage of the special interests, capabilities, and ideas of the teaching staff in a particular institution.

The importance of flexibility in varying behavioral objectives to meet the needs of individual students, and in allowing individual students sufficient time to develop at least one employable skill, cannot be over emphasized. While the successful completion of all objectives for each area of instruction and for the program in its entirety is desirable, this is not attainable by all students. It must further be remembered that skill development can only be "learned-by-doing", and that what one student can learn in one week may take three weeks for another.

The role of the teacher in education has changed from being primarily an information giver in large group sessions to functioning as a resource person, a motivator, a diagnostician, and an organizer – in sum, a learning manager. It is incumbent upon the teacher to:

- Assess the individual student's present skills and potential.
- Identify those behavioral objectives that individuals can attain.
- Encourage students to acquire at least one if not more marketable job skill, allow them sufficient time to do this, and emphasize the importance and interdependence of all operations in an employment setting.
- Individualize desired behavioral outcomes in order to obtain a sense of accomplishment for all students in the class.
- Encourage and motivate all students to continually strive for higher goals.

Although individualizing instruction is not easy, it is necessary if the overall objectives of job-preparatory programs are to be achieved.

The suggestions for evaluation that are included in the outlines offer but a few approaches. Regardless of the evaluation techniques that are used and of their frequency – whether they be written, oral, or performance assessments – evaluation should be in terms of the desired behavioral objectives. In addition, students should be made aware of all objectives and kept aware of their own performance and progress as it appears to the instructor.

INTRODUCTION TO FASHION MARKETING

Prerequisites: *None*

Suggested Hours: 60

Behavioral Objectives

This area of study should enable students to:

1. Know the different types of enterprises involved directly and indirectly in the design, production, and distribution of fashion products, and their interrelationships.
2. Understand and identify the demographic factors that influence consumer demand for fashion products.
3. Be familiar with the scope, activities, and nature of textile and apparel producers.
4. Recognize the different types of fashion retailers, their operational characteristics, and the importance of each in the distribution of fashion products.
5. Be familiar with the different related fashion industry enterprises, and understand their function.
6. Recognize the employment potential and occupational opportunities that exist in the different segments of the fashion industry.

Instructional Guidelines

The scope of the diversified challenges and career opportunities in the fashion field can be recognized only when one is familiar with the structure of the fashion industry as a whole and the nature, activities and interrelationships of its various segments. An understanding of the different types of enterprises involved in the design, production, and distribution of fashion products, will help students to relate their specialized field of interest and educational preparation to the workings of the industry as a whole.

Although the objectives of this area of study is on the development of such knowledge and understanding rather than on the achievement of specific skills, it is recommended that time devoted to theory be kept to a minimum and as much time as possible be scheduled for "minds-on" student learning experiences. Community resources should be utilized to the fullest extent for on-site visitations and student observations, subject of course to permissions obtained by the teacher for assigned student surveys, research, and reports.

It is further suggested that, if the class has not had a general retailing unit of study previously, the module on fashion retailing be expanded, as program design permits, to include general retail practices and procedures relating to store location and layout, store operations, physical distribution of all merchandise within the store, and personnel practices. The teaching content for a general study of retailing is suggested in the retailing texts and references listed in the teaching resources of this area of instruction.

Teaching Modules

	Suggested Hours
I. Size and Scope of the Fashion Industry	6
II. Analysis of the Consumer Market	12
III. Overview of Fashion Producers	12
IV. The Retailing of Fashion	20
V. Related Fashion Service Enterprises	10
Total Hours – – – – –	60

I. SIZE AND SCOPE OF THE FASHION INDUSTRY

Teaching Content

A. Structure of the Fashion Industry
   1. Primary markets: producers of materials
      a. Textiles
      b. Leathers
      c. Furs
      d. Plastics
      e. Findings
   2. Secondary markets: men's, women's, children's
      a. Apparel producers
      b. Accessory producers
      c. Wholesale jobbers

3. Retailers of fashion products
4. Related service enterprises
   a. Resident buying agents
   b. Fashion publications (trade and consumer)
   c. Consultant services
   d. Advertising agencies
   e. Publicity agencies
   f. Display firms

B. Connotation of "Fashion"
   1. Definition: prevailing styles at any given time
   2. Scope
      a. All products
      b. All prices
      c. All sizes
      d. All producers and distributors

C. Economic Importance
   1. Employment
   2. Economic output
   3. Geographic importance

D. Classification of Major Activities
   1. Design
      a. Textiles and non-textiles
      b. Apparel
      c. Accessories
   2. Production
      a. Men's apparel and furnishings
      b. Women's apparel and accessories
      c. Children's apparel and accessories
   3. Distribution
      a. Merchandising: buying and selling
      b. Supporting marketing activities

E. Channels of Distribution
   1. Different types of distribution channels
      a. Producer to consumer
      b. Producer to retailer to consumer
      c. Producer to wholesaler to retailer to consumer
   2. Typical distribution channels in fashion industry

F. The Marketing Concept
   1. Historical approach
      a. Production oriented
      b. "Caveat Emptor"
   2. Current perspective
      a. Consumer oriented
      b. "Consumer is King"

Learning Experiences

1. Divide class into groups and have each group develop a sequential flow chart showing the relationship and interrelationships between the different segments of the industry, and to themselves as the ultimate consumer.
2. Assign students to research, classify, and report on fashion industry enterprises in their community, region or State.
3. As a visual illustration of the different segments of the fashion industry, assign students to find a fashion magazine advertisement that includes the names of a textile producer, an apparel producer and a retailer.
4. To illustrate the marketing concept, lead a class discussion pertaining to the consumer's freedom of buying choice, the excess of supply as compared to demand, and the many alternatives of product choice. Come to conclusions on the dominant role of the consumer in the current marketing process.

II. ANALYSIS OF THE CONSUMER MARKET

Teaching Content

A. Dominant Role of Consumers
   1. Supply and demand factors
   2. Fashion determined by consumers
      a. Industry proposes styles
      b. Consumer acceptance makes fashions
      c. Different fashions for different groups

B. Consumer Characteristics and Significance to Fashion Industry
   1. Population characteristics
      a. Age distribution
      b. Sex
      c. Family size
      d. Geographic distribution
      e. Suburban versus urban
      f. Population mobility
   2. Sociological characteristics
      a. Educational attainments
      b. Occupational changes
      c. Leisure time
      d. Recreational patterns
      e. Working women
      f. Life-styles
   3. Income trends
      a. Average family income
      b. Mass-class market

C. Buying Motivation and Behavior
   1. Emotional or primary motives
      a. Comfort
      b. Imitation
      c. Conformity
      d. Self-preservation
      e. Pride
      f. Prestige
      g. Love
   2. Rational or secondary motives
      a. Convenience

b. Dependability
c. Efficiency
d. Gain or profit
e. Quality

3. Product buying motives
4. Patronage motives
   a. Assortments
   b. Services
   c. Price
   d. Convenience
   e. Reputation of seller
5. Shopping habits
   a. Holidays
   b. Seasonal changes

D. Current Trends In Consumer Behavior
1. Expenditures
2. Motives
3. Habits

Learning Experiences

1. Have the students select an item to be sold to their peers, list the consumer characteristics of their peers that they feel would be significant in the appeal of the item, and then suggest the various appeals to be used based on a list of prepared buying motives and/or habits. Have students repeat the activity selecting as their sales target another customer group. Conclude with a class discussion on comparisons and contrasts of the buying motives of the different customer groups.
2. Have students bring a fashion advertisement into class, identify its appeal and the customer group to which the ad seems to be directed, and evaluate its effectiveness.
3. Have students analyze the clothes that they are wearing, or a recent purchase that they have made, and identify their own buying motives. Have class draw conclusions on the major buying motives for fashion products.
4. Lead a discussion on current fashions and how they reflect, relate, and are influenced by life styles, and demographic trends such as surburban living, working women, leisure time, occupational changes, and the like.
5. Assign students, working as groups or individuals, to research different demographic trends, and to prepare visual presentations of their findings for class presentation or display. Have students suggest or illustrate possible effects of these trends on future fashion and fashion industry activities.

III. OVERVIEW OF FASHION PRODUCERS

Teaching Content

A. Producers of Textiles and Non-Textiles
1. Size and scope
   a. Economic output
   b. Geographic locations
2. Brief history
   a. Origin
   b. Development
3. Characteristics of industry
   a. Vertically integrated operations
   b. Dominance of "giant" firms
   c. Early fashion planning
4. Marketing activities
5. Career opportunities
   a. Design
   b. Production
   c. Merchandising and marketing

B. Producers of Apparel and Accessories
1. Economic importance
2. Geographic locations
   a. Production
   b. Design centers
   c. Marketing centers
3. Brief history and development
4. Branches and divisions
   a. Men's
   b. Women's
   c. Children's
5. Characteristics
   a. Dominance of small producers
   b. Product specialization
   c. The contracting system
   d. Style piracy
6. Marketing activities
   a. Methods of selling
   b. Sales promotion activities
   c. Branding policies
   d. Others
7. American designers
8. Career opportunities
   a. Design and production
   b. Merchandising and marketing

C. Foreign Apparel Producers
1. Fashion centers
2. Couture operations
3. Growing importance of ready-to-wear
4. European designers
5. Relation to U.S. producers and retailers

Learning Experiences

1. Take class on field trips to an apparel producer and a textile producer and arrange for company executives to explain the nature of their production and marketing activities and policies.
2. Have students research and report on historical, social, and economic events that influenced the

growth and development of the U.S. apparel and/or textile industry.

3. Have students name as many textile and apparel brand names as they can, including the brand names, if any, of the fabrics or clothes that they are wearing. Lead a class discussion on the importance of manufacturers' brand names in fashion products, and compare with their greater importance in such products as food, automobiles, and appliances.
4. Organize the class into groups and have each group plan a simulated new apparel firm. Each group is to come to a conclusion on their product offerings, the ultimate consumer market that is their target, the types of retailers through whom they would distribute their products, their sales promotion and other selling activities, and the sources of information they would use in deciding what to produce. After each group reports their conclusions to the class at large, the class may vote on which firm is most likely to succeed and indicate why.
5. Have students bring into class advertisements of fashion products that mention American and foreign designer names. Use these as a basis for a class comparison and discussion of the differing design characteristics of different designers. Have students compile a list of designer names, their distinguishing design characteristics, and the country in which they work.
6. Assign students to visit local stores to shop domestic and foreign ready-to-wear and accessories that are priced alike, and have them compare the workmanship, fit, value, fabrics, and styling. Have students come to conclusions on why American retailers buy foreign made merchandise when there is such an abundance of goods to be had from domestic producers.

IV. THE RETAILING OF FASHION

Teaching Content

A. Nature of Retailing in General
   1. Definition
   2. Function
   3. Brief history and development
   4. Scope
   5. Methods of classifying retailers
      a. Merchandise assortments
      b. Services rendered
      c. Type of ownership
      d. Type of location

B. Types of Fashion Retailers
   1. Fashion retailing in the past
   2. Current diversity and scope of fashion retailing
   3. Classification by type of operations
      a. Departments stores
      b. Departmentalized specialty stores
      c. Centralized chains
      d. Mail-order houses
      e. Discounters
      f. Direct sellers (house-to-house)
      g. Small independents
      h. Boutique operations
   4. Distinguishing characteristics of each type
      a. Operational strengths
      b. Operational limitations
      c. Fashion appeal and importance of each

C. Management of Fashion Retailing
   1. Internal organization and divisional responsibilities
      a. Principles and purposes of organization
      b. Variations in organization: staff and line
         1) Departmentalized stores
         2) Chain store organization
         3) Mail-order houses
   2. Variations in merchandising policies
      a. Fashion leaders or followers
      b. Brands: private and/or national
      c. Assortments: breadth and/or depth
      d. Pricing: price maintenance and underselling
      e. Quality standards
      f. Imports
      g. Advertising and promotion
   3. Variations in service policies
      a. Selling: salespeople or self-service
      b. Credit
      c. Delivery
      d. Returns
   4. Personnel practices and procedures
      a. Employment
      b. Training
      c. Employee recruitment
      d. Methods of compensation
   5. Current trends in fashion retailing
      a. Giant combines
      b. Suburban operations
      c. Mass-fashion merchandisers
      d. Boutiques

D. Career Opportunities in Fashion Retailing
   1. Opportunities
      a. Entry level jobs
      b. Career progression
      c. Financial compensation
   2. Qualifications
      a. Educational preparation
      b. Personal qualities (human relations)

Learning Experiences

1. Have students do research on early forms of fashion retailing and relate these to the economic and social factors of their times. Have students compare their findings to the social and economic forces that are currently affecting the retailing of fashion products.
2. Have students research and report on the different types of fashion retailers within a fifty mile radius, classify them on a given basis, and identify the role and importance of each classification in the distribution of fashion merchandise.
3. Have students collect and analyze a retail newspaper advertisement and suggest the various divisions within a retail organization that had direct or indirect involvement with the merchandise that is featured, and the appearance of the ad.
4. Collect and show to the class actual organization charts of departmentalized and chain organizations. Have class compare and identify the major responsibilities of each division.
5. Take class on two field trips, one to a departmentalized store and one to a chain store unit, and arrange for a behind-the-scenes visit and a discussion with a store executive pertaining to their internal organization, their merchandising policies, customer service policies, and the career opportunities in their organization.
6. Have students compare the customer services offered by two to three different types and sizes of local retail stores.
7. Divide class into groups and have each group plan a simulated new fashion retailing operation for the community. Each group is to come to conclusions on the type of merchandise they would offer for sale, their merchandising and customer service policies, their methods of compensating salespeople, how they would promote their store, how they would train their employees, and why they believe there is a "fashion need" for their type of store. After each group presents their plan to the class-at-large, have the class evaluate (a) which store is most likely to succeed and why, and (b) which store is most likely to fail and why.
8. Have students give their opinions of which type of retail store they might like to work in, what division, and why.
9. Use visual aids to illustrate different types of fashion retailers such as the mail order catalogues of Sears Roebuck, J.C. Penney and/or Montgomery Ward, the filmstrips of J.C. Penney, *A Career in Retail Buying* and *A Career in Retail Distribution,* and *The Boutique Boom,* available for purchase from Fairchild Visuals.

V. RELATED FASHION SERVICE ENTERPRISES

Teaching Content

A. Fashion Publications
   1. Types and examples
      a. Trade
      b. Consumer
   2. Role in the fashion industry
      a. Function
      b. Activities
      c. Services
   3. Fashion industry relationships
      a. Producers
      b. Retailers
      c. Consumers
   4. Importance and influence

B. Sales Promotion Agencies
   1. Types and examples
      a. Advertising
      b. Display
      c. Publicity
   2. Role in the fashion industry
      a. Function
      b. Activities
      c. Services
   3. Fashion industry relationships
      a. Producers
      b. Retailers
   4. Importance and influence

C. Consultants
   1. Types and examples
      a. Fashion consultants
      b. Marketing consultants
   2. Role in the fashion industry
      a. Function
      b. Activities
      c. Services
   3. Fashion industry relationships
      a. Producers
      b. Retailers
   4. Importance and influence

D. Trade Associations
   1. Types and examples
      a. Manufacturers' associations
      b. Retailer associations
      c. Designer associations
   2. Role in the fashion industry
      a. Function
      b. Activities
      c. Services
   3. Importance and influence

E. Resident Buying Offices
   1. Role in the fashion industry
      a. Function
      b. Activities
      c. Services
   2. Fashion industry relationships
      a. Producers
      b. Retailers

F. Career Opportunities in Related Fashion Service Enterprises

Learning Experiences

1. Have different students research different trade and consumer fashion industry publications and report to the class on the type of information they contain, and to whom and how this information would be of interest and service, e.g., retailers, producers, and/or consumers. Have class evaluate their role and importance in the fashion industry.
2. Show class advertisements by textile and apparel producers and by retailers in order to lead a class discussion on why apparel and textile producers utilize advertising agencies, as contrasted to large retailers who maintain their own advertising departments.
3. Lead a class discussion on independent fashion and marketing consultants, and have students suggest what they might contribute to retailers and/or producers if they operated a consultant agency.
4. Invite a buyer as a guest speaker from a local retail store that is affiliated with a New York or California resident buying office. Ask buyer to bring in samples of the market bulletins that he/she receives from the store's buying office and explain to the class the relationship between the store and the office, and how he/she uses the services of the office.

Suggested Evaluation

Evaluation may be based on evidence of the student's ability to:

1. Identify the different segments of the fashion industry and the role that each plays in the functioning of the industry as a whole.
2. Identify a given number of economic and population factors that influence the demand for fashion products, and suggest their implications for the fashion industry.
3. Classify different types of fashion retailers according to their distinguishing operational characteristics, and explain the different role that each plays in the retail distribution of fashion.
4. Distinguish between the marketing and production activities of the producers of textiles and apparel.
5. Identify a given number of types of related fashion service enterprises, and explain their relationship to the producers and retailers of fashion.
6. Identify a given number of career opportunities in the fashion industry, and the industry segments in which these opportunities are to be found.

Teaching Resources

TEXTS AND REFERENCES

Carman, J. and K. Uhl. *Phillips and Duncan's Marketing: Principles and Methods*

Cobrin, H. *Men's Clothing Industry: Colonial through Modern Times*

Davidson, W. and A. Doody. *Retailing Management*

Duncan, D. J. and C. F. Phillips. *Retailing: Principles and Methods*

Fried, E. *Is the Fashion Business Your Business*

Jarnow, J. and B. Judelle. *Inside the Fashion Business*

Troxell, M. and B. Judelle. *Fashion Merchandising*

Wingate, J. and H. Samson. *Retail Merchandising*

PERIODICALS

Clothes Magazine
Daily News Record
Mens Wear
Women's Wear Daily

AUDIOVISUAL AIDS

A Career in Retail Buying, 6 min. color filmstrip with record

A Career in Fashion Distribution, 6 min. color filmstrip with record

J. C. Penney Co., Educational Relations, 1301 Ave. of Americas, New York, N.Y. 10019

Boutiques: Small Shop, Big Impact, 34 color slides wtih printed commentary

Fairchild Visuals, 7 East 12th St., New York, N.Y. 10003

INSTRUCTIONAL SUPPLIES

- Advertisements of producers and retailers from trade and consumer publications
- Catalogues of mail order houses
- Graphic presentations of consumer demographic studies
- Mimeographed materials of current pertinent articles in trade publications
- Trade periodicals for demonstration
- Examples of resident buying office market bulletins
- *Careers in Retailing* fact sheets. (National Retail Merchants' Association, 100 West 31st St., New York, N.Y. 10001)

BASIC TEXTILES

Prerequisites: *None*

Suggested Hours: 60

Behavioral Objectives

This area of instruction should enable students to:

1. Use the terminology that is identified with the textile industry.
2. Know fabric characteristics as they relate to appearance, hand, expected performance, and end-product use.
3. Perceive the relationship between fiber properties, fabric types and end-product requirements.
4. Understand the major systems of yarn manufacturing and their effect on the properties of finished fabrics.
5. Comprehend the methods of fabric construction that determine the characteristics of fabrics.
6. Be familiar with the coloring methods applied to fabrics.
7. Be familiar with the various types of processes used on textile materials.
8. Be familiar with federal laws and regulations as they apply to fabrics.

Instructional Guidelines

This area of instruction is an introduction to textiles with major emphasis on finished fabrics. It is suggested that a representative cross-section of fabric swatches be distributed to the students and that frequent reference be made to these samples in order to illustrate various points. Traditional fabric types should comprise the major portion of the student's samples and the classical names for these fabrics should be employed. Fabric manufacturing should be related to fabric hand, appearance and expected performance, and these in turn should be related to end-product use. The study of finished fabric characteristics should be reinforced as the student progresses through the study of the various manufacturing elements that affect the end product.

Teaching Modules

	Suggested Hours
I. Introduction and Orientation	3
II. Fabric Characteristics	6
III. Fibers	9
IV. Yarns	6
V. Methods of Fabrication	15
VI. Dyeing and Printing	12
VII. Finishing	6
VIII. Federal Laws and Regulations	3
Total Hours ———	60

I. INTRODUCTION AND ORIENTATION

Teaching Content

A. What Are Textiles?
   1. Definition of fiber
   2. Definition of yarn
   3. Definition of fabric

B. Concept of Basic Textile Constructions
   1. Fiber type
   2. Yarn type
   3. Method of fabrication
   4. Method of coloring
   5. Finish

C. The Flow of Textiles (relationship between levels and functions of each).
   1. Fiber producer
      a. Natural
      b. Man-made
   2. Yarn mill
      a. Spinning
      b. Throwing
   3. Fabric mills
      a. Weaving
      b. Knitting
      c. Tufting
      d. Other
   4. Converters and their function
   5. Dyeing, printing and finishing plants
   6. End-product manufacturers
      a. Apparel
      b. Home Furnishings

c. Domestics
d. Industrial
7. Retailers

Learning Experiences

1. Have students examine the apparel they are wearing and distinguish between fiber, yarn, and fabric.
2. Have students make a list of business enterprises in local area that are involved in different levels of production and distribution.
3. Show and discuss film, *Cloth: From Fiber to Fabric* or *Textiles For Everyone.*

II. FABRIC CHARACTERISTICS

Teaching Content

A. Describing Fabric Appearance
   1. Color
   2. Pattern
   3. Texture
B. Describing Fabric Hand
C. Describing Fabric Weight
   1. By end-product use
   2. By typical industry terminology
D. Determining Face of Fabric
   1. Major characteristics
   2. Designer choice
   3. Factors limiting designer
E. Fabric Traditional Names

Learning Experiences

1. Have students go through various fabrics in the bundle of fabric swatches. Each fabric should be described, named if a traditional name is known for that fabric, and the face identified.
2. Assign students to find three traditional fabrics in their homes and classify according to fabric name, fibers used, description of the fabric and the end product.
3. Have students see how many different fabrics they can identify by traditional fabric name in their home.

III FIBERS

Teaching Content

A. Classification of Fibers
   1. By origin
   2. By generic class
   3. By filament or spun
B. Properties of Fibers
   1. Related to processing
   2. Related to fabric appearances, hand, and performance
   3. Major properties of each generic class
C. Modification of Fibers
   1. Chemical variations
   2. Modified physical shape
      a. Length
      b. Cross-sectioned
D. Methods of Fiber Identification (limitations and value of each)
   1. Burning and other simple test
   2. Microscopic examination
   3. Fiber identification stains
   4. Chemical solubility: quantitative identification
E. Grades of Fibers
   1. Cotton
      a. Staple length
      b. Grade
   2. Wool
   3. Man-made fibers

Learning Experiences

1. Demonstrate some simple tests such as the burning test, the wet-dry strength test, a simple acid test, to identify the fiber content of several unknown fiber fabrics and have students perform similar tests.
2. Have students examine their own wardrobes and make a chart showing the fiber content and the description of the end-product item. Room should be left on the chart to add information about the other elements of fabric manufacture that will be presented in this area of instruction.
3. Arrange a field trip to a fiber producer, cotton gin, cotton or wool warehouse, or the opening room of a mill during this module.
4. Show and discuss film: *The Way It Is With Man Made Fibers.*

IV. YARNS

Teaching Content

A. Types of Yarns and Properties of Each
   1. Spun
      a. Cotton system
      b. Wool system
   2. Filament
   3. Textured filament
   4. Stretch yarns
   5. Novelty yarns
   6. High bulk yarns
   7. Ply yarns

B. Twist in Yarn
   1. Direction
   2. Amount
   3. Importance and effect
   4. Relation to fabric type

C. Yarn Numbering Systems
   1. Relationship to weight
   2. Major systems used
      a. Denier: rule of denier
      b. Count: rule of count
      c. Tex: rule of tex number

D. Yarn Quality Factors
   1. Uniformity
   2. Neppiness
   3. Fuzziness
   4. Strength

Learning Experiences

1. Using a yarn of known size, have students approximate the yarn size of several yarns of unknown size. These may be taken from fabric samples given to the students and the effect of yarn size on the fabric hand and appearance can be discussed.
2. Select various fabric samples and have the students identify the quality factors of the yarns used, the type of yarn, and the relationship between the yarns and the fabric appearance and hand.
3. Have students refer back to the chart begun in the module on fibers and add to each item information about the yarn and its effect on the finished product.
4. Show and discuss film: *Yarns Used in Making Cloth.*

V. METHODS OF FABRICATION

Teaching Content

A. Woven Fabrics
   1. Loom motions
   2. Woven fabric terminology
   3. Basic weave formation
   4. Special weave effects
      a. Leno
      b. Pile
      c. Dobby
      d. Jacquard
   5. Fabric count

B. Knitted Fabrics
   1. How knit fabrics are formed
      a. Weft knitting
      b. Warp knitting
   2. Knitted fabric terminology
   3. Basic weft knit machines
      a. Jersey
      b. Rib
      c. Links
   4. Basic warp knit machines
      a. Tricot
      b. Raschel
   5. Fabric type produced on each of above machines
   6. Characteristics of knit fabrics

C. Tufted Fabrics
   1. How formed
   2. End-products in current use
   3. Characteristics

D. Non-woven Fabrics
   1. How formed
   2. End-products in current use
   3. Characteristics

E. Other Fabrication Methods
   1. Lace
   2. Braid

Learning Experiences

1. Arrange a field trip to local mills that either weave, knit, tuft, or produce non-wovens, and/or show and discuss film: *Construction of Cloth.*
2. Have students identify the fabrication method employed to produce the fabrics in their swatch bundle.
3. Have students refer to the chart started in the module on fibers and add information on the fabrication method and its effect on the finished fabric.

VI. DYEING AND PRINTING

Teaching Content

A. How Fabrics are Colored
   1. Solution dyeing
   2. Chemical reaction with dyestuff
   3. Resin bonded pigments

B. Properties of Dye and Fiber Relationships
   1. Affinity
   2. Relative cost
   3. Color fastness
   4. Metamerism
   5. Availability of shades

C. Major Dye Classes in Current Use
   1. Fibers on which each is used
   2. Properties of each class

D. Colorfastness
   1. Colorfastness and end-use

2. Simple tests

E. Methods of Dyeing
   1. Recognition of each
      a. Stock
      b. Top
      c. Yarn
      d. Piece
         1) Cross dye
         2) Union dye
   2. Reason for each

F. Methods of Printing
   1. Roller
   2. Screen
      a. Hand
      b. Machine
      c. Rotary
   3. Heat transfer
   4. Other methods

G. Types of Prints and Recognition
   1. Direct
   2. Discharge
   3. Resist
   4. Blotch
   5. Overprint
   6. Duplex
   7. Flock
   8. Burn-out
   9. Warp

H. Comparison of Wet-Process Prints and Pigment Prints
   1. Processing steps
   2. Cost
   3. Properties of each

Learning Experiences

1. Have students use a vegetable such as beets, onion, cabbage, etc. to prepare their own dyes. This is done by boiling the vegetable for a long period of time and then straining the solution. Then the students can try to dye a cellulose fiber, a protein fiber, and a synthetic fiber in the dye they made. These dyed samples can then be tested for colorfastness to light and laundering if the equipment is available.
2. Have students identify the method of coloring used on a variety of samples from the fabric bundles.
3. Have students refer to the chart begun in the fiber module and add the information on method of coloring.

VII. FINISHING

Teaching Content

A. Purpose of Finishing
   1. Alteration of hand
   2. Alteration of appearance
   3. Creation of performance characteristic

B. Nature of Finishing
   1. Mechanical processes
   2. Chemical additives

C. Major Types of Finishes and Fabrics on Which Used
   1. Preparatory finishes
      a. Shrinkage control
      b. Bleaching
      c. Singeing
      d. Others
   2. Basic finishes
      a. Calendering
      b. Napping
      c. Brushing
      d. Filling
      e. Mercerizing
      f. Others
   3. End-use finishes
      a. Flame retardants
      b. Water repellents
      c. Stain repellents
      d. Permanent press
      e. Others

Learning Experiences

1. Using treated and untreated samples of similar fabrics, demonstrate a water repellent finish and a flame retardant finish.
2. Have students identify the probable finishes employed on ten different samples from their fabric bundle.
3. Refer again to the chart begun in the fibers module and have the students add the information on visible or tactile finishes and expected finishes.

VIII. FEDERAL LAWS AND REGULATIONS

Teaching Content

A. Fiber Labelling Laws
   1. Wool Products Act
   2. Textile Fiber Products Identification Act
   3. Historic reasons for legislation
   4. Requirements of laws
   5. Definitions of terms
      a. Virgin or new fiber
      b. Re-processed fiber
      c. Re-used fiber
   6. Advertising requirements

B. Flammability Laws
   1. History

2. Current standards and test methods
3. Outlook for additional standards in future
4. Effect on textile industry

C. Care Labelling Regulations
1. History
2. Current status
3. Requirements
4. Standard and test methods

Learning Experiences

1. Have students bring in labels, or advertisements which feature labels, for evaluation and discussion of contents.
2. Using special, incorrectly prepared labels, have students identify the illegal labels and re-design them correctly.

Suggested Evaluation

1. Given a set of swatches, students are evaluated on their ability to recognize 40 to 50 basic fabrics by:
   a. Classic name
   b. Method of construction
   c. Type of yarn used
   d. Finishes where apparent
   e. Appropriate end-uses
   f. Expected performance of the fabric
2. Students are evaluated on their ability to do a cloth count of either a woven or knitted fabric.
3. Students can demonstrate their awareness of laws relating to textiles by documenting information provided by a salesperson or clipping news items.

Teaching Resources

TEXTS AND REFERENCES

Cowan, M. L. *Introduction to Textiles*
Hall, A. J. *The Standard Handbook of Textiles*
Hollen, N. and J. Saddler, *Textiles*
Joseph, M. L. *Introductory Textile Science*
Linton, G. E. *Applied Basic Textiles*
Potter, M. and B. Corbman, *Textiles: Fiber to Fabric*
Stout, E. E. *Introduction to Textiles*
Wingate, I. *Textile Fabrics and Their Selection*

PERIODICALS

American Fabrics
Daily News Record
Modern Textiles

AUDIOVISUAL AIDS

Cloth: Fiber to Fabric. 17 min., 16mm color film, sou 1
Encyclopedia Brittanica Education Corporation, 425 N. Michigan Ave., Chicago, Ill. 60611

Construction of Cloth. 25 min., 30 color slides with written commentary and 20 fabric swatches keyed to program

Introduction to Textiles. 30 min., 32 color slides with written commentary and 18 fabric swatches keyed to program

Yarns Used in Making Cloth. 25 min., 32 color slides with written commentary and 22 fabric swatches keyed to program
Fairchild Visuals, 7 East 12th St., New York, N.Y. 10003

Textiles for Everyone. 15 min., color filmstrip, sound
American Textile Manufacturers Institute, 1501 Johnston Building, Charlotte, N.C. 28200

The Way It Is With Man Made Fibers. 27 min., 16mm color film, sound
E. I. Dupont de Nemours and Co., Product Information Section, Textile Fibers Dept., Centre Road Bldg., Wilmington, Delaware

INSTRUCTIONAL SUPPLIES

- Swatch bundles (as described in Instructional Guidelines)
- Fabric labels
- Samples of current fabrics
- Testing equipment and supplies

FURS AND LEATHERS

Prerequisites: *None*

Suggested Hours: 30

Behavioral Objectives

This area of instruction should enable students to:

1. Be familiar with the structure of the industries involved in the production and marketing of leather and fur products.
2. Know the processes used in the preparation of raw hides for finished leathers and furs.
3. Distinguish between different types of leathers, and identify their properties and performance as they relate to their end-use in apparel and accessories.
4. Evaluate the selling features and quality of leather shoes in terms of construction, size ranges, and basic style factors.
5. Evaluate the selling features and quality of leather gloves in terms of construction, size ranges, and basic style factors.
6. Evaluate the selling features and quality of handbags in terms of construction and basic style factors.
7. Distinguish between different types of furs, and identify their properties and end-use performance.
8. Use the correct terminology to identify leather and fur products, and production processes.

Instructional Guidelines

This area of instruction gives the students preparing for a career in merchandising a knowledge and understanding of the fashion products that are composed of leather and fur. The depth of information that is required by production technologists is omitted, since it is not essential to the successful buying and and selling of fur and leather items.

Teaching content includes a brief overview of the industries involved in producing these products, the processing of raw hides into various types of finished leathers and furs, and their respective properties and performance. The construction of shoes, gloves, handbags, and fur garments is included to provide a basis for the evaluation of saleability, serviceability, and quality factors. It is recommended that actual samples and examples of merchandise be utilized for teaching content, demonstrations, and student learning experiences. To improve facility of communication, only the use of appropriate technical language should be permitted in class discussions and presentations. Community resources should be used for on-site visitations and student observation of the manufacturing or finishing processes.

Teaching Modules

	Suggested Hours
I. Overview of Leather and Fur Industries	5
II. Processing Raw Hides into Finished Leathers and Furs	3
III. Leathers	2
IV. Shoes	5
V. Gloves	5
VI. Handbags	5
VII. Furs	5
Total Hours – – – – – –	30

I. OVERVIEW OF LEATHER AND FUR INDUSTRIES

Teaching Content

A. Leathers
   1. Analysis of leather market structure
      a. Tanneries
      b. Leather distributors
      c. Manufacturers of shoes, gloves, and handbags
      d. Manufacturers of apparel
   2. Scope and importance of each segment
   3. Nature of primary and secondary producers
      a. Producers of leather materials
      b. Producers of leather apparel and accessories

B. Furs
   1. Analysis of fur market structure
      a. Fur auctioneers
      b. Wholesalers

c. Producers of fur apparel and accessories
2. Scope and importance
3. Nature of primary and secondary producers
   a. Producers of raw materials
   b. Procedures of finished apparel and accessories

Learning Experiences

1. Assign individual students to research the names of the leading leather firms and trade associations in the United States, and have different students contact different companies to request the literature that deals with their activities.
2. Plan a behind-the-scenes field trip to any leather goods producer in the area. Arrange for a marketing executive to explain their methods in distributing their products.
3. Have students begin one or more notebooks of leather and fur terminology.
4. Assign students to research magazines and newspaper ads, and list any of the trade names that relate to either the leather and/or fur industries. Have class exchange information on their findings and enter in their notebook of terminology.

II. PROCESSING RAW HIDES INTO FINISHED LEATHERS AND FURS

Teaching Content

A. Leathers
   1. Preparation of raw leathers
      a. Soaking
      b. Fleshing
      c. Dehairing
      d. Bating
      e. Pickling
      f. The rockers
      g. The lay-away vats
      h. Washing
      i. Oiling
      j. Drying
   2. Tannage of leathers
      a. Types of tannage
      b. Distinguishing characteristics
      c. Relationships to texture and end-product use
   3. Finishing of leather
      a. Types of finishing processes
      b. Types of finishes
      c. Distinguishing characteristics
      d. End-product use by type
   4. Dyeing of leathers
      a. Methods
      b. Crocking

B. Processing of Furs
   1. Dressing
   2. Dyeing
      a. Blending
      b. Bleaching
      c. Stenciling
   3. Glazing
   4. Plasticizing

Learning Experiences

1. Have students obtain scraps of leather, mount them and under each sample, write the probable tanning procedure.
2. Distribute leather scraps, and have students identify the various finishes and suggest product uses according to type of finish.
3. Have students select a busy street or store for a one hour analysis of the kinds of furs being worn by passers-by. Have students report on how many furs they recognized, how many they failed to recognize and why, and how many seemed to defy recognition because they had been dyed.

III. LEATHERS

Teaching Content

A. Variations in Leather Fashions
   1. Texture
   2. Color
   3. Types
   4. Seasonal variations

B. Classification by Animal Family Group
   1. Cowhides and calfskins
      a. Saddle leather
      b. Rawhide
      c. Scotch grain
   2. Buffalo hides
   3. Horsehide
   4. Deer, elk, and antelope skins
   5. Kid and goat skins
      a. Gold kid
      b. Silver kid
      c. Bronze kid
      d. Glacé kid
      e. Smooth kid
      f. Morocco leather
      g. Crushed kid
   6. Kangeroo skin
   7. Sheepskin
      a. Shearling leather
      b. Chamois skins
      c. Mocha leather
      d. Parchment

e. Capeskin
8. Pigskin
9. Marine Animals
   a. Walrus
   b. Alligator
10 Reptile family
   a. Lizard
   b. Snakeskin
   c. Reptile
11. Bird family

C. Man-made Leathers
1. Plastics
2. Simulated leathers

D. Relationships
1. Leather properties
   a. Finishes
   b. Appearance and performance
   c. Classification
2. End-product uses
   a. Finishes
   b. Appearance and performance
   c. Classification
3. Quality
   a. Grading
   b. Hide sections

E. Care of Leather
1. Washing
2. Drying
3. Handling

Learning Experiences

1. Assemble a collection of pictures in which leather products are used. For each one, explain to the class why leather is used, what kind is used, and how it is used.
2. Have students do a sales demonstration of a leather product.
3. Show samples of types of different leathers and have students suggest the end-use product appropriate for each type of leather, and justify their suggestion.
4. Bring into class a minimum of four leather products. For each product have each student compose a list of words or adjectives that are or can be used in advertising or personal selling to promote the sale of the product. Have students compare lists and discuss the meanings of the words that are suggested.

IV. SHOES

Teaching Content

A. Variations in Fashion
1. Elements of change
   a. Silhouette (last)
   b. Heel heights and shapes
   c. Colors
   d. Leather types
   e. Textures
   f. Styles
2. Relationships of changes
   a. Current apparel fashions
   b. Other accessories
   c. "Total" look
   d. Seasonal fashion cycles

B. Shoe Construction
1. Parts of a shoe
   a. Upper-outside
   b. Upper-inside
   c. Sole
   d Heel
2. Methods of construction
   a. Cemented
   b. Littleway
   c. Moccasin
   d. California (slip lasted)
   e. Goodyear welt
   f. Stitchdown
3. Basic styles of shoes
   a. Sandal
   b. Pump
   c. Step-in or slip-on (loafer or moccasin)
   d. Oxford
   e. Boat
4. Size ranges
   a. Lengths and widths
   b. Women's
   c. Men's
   d. Infants'
   e. Children's
5. Relationships
   a. End-product use
   b. Shoe type
   c. Style
   d. Production cost

C. Federal Labeling Regulations

Learning Experiences

1. Assign students to cut out and mount pictures of the various lasts and styles of women's, men's, and children's shoes. Have students indicate for each the type of leather best adapted, the type of heel, the possible use, and the durability of the leather in relation to shoe type and intended use.
2. Assign students to analyze one display window of a local shoe store and list the styles that are being

featured, and the leathers and colors that are shown. Have students compare their findings with the shoe styles, leather, and colors that are featured in current magazine or newspaper advertisements. In a class discussion based on students findings and comparisons, come to conclusions on the important current shoe fashions in terms of styles, colors, and types of leathers.

3. Have students identify the various styles, types of leather, and methods of construction of the shoes being worn by the students in the class. Lead a class discussion in terms of current fashions, durability, and serviceability of the different types of shoes and leathers.

V. GLOVES

Teaching Content

A. Variations in Fashions
   1. Elements of change
      a. Lengths
      b. Textures
      c. Colors
   2. Relationships of change
      a. Other accessories
      b. Current apparel fashions
      c. "Total" look
      d. Seasonal fashion cycles

B. Glove Construction
   1. Parts of a glove
      a. Trank
      b. Thumb
      c. Fourchette
      d. Quirks
      e. Lining
   2. Manufacturing process
      a. Taxing
      b. Trank cutting
      c. Slitting
      d. Pointing
      e. Closing
   3. Types of seams
      a. Inseam
      b. Outseam
      c. Overseam
      d. Pique
      e. Half-pique
   4. Basic styles
      a. Slip-on
      b. Shorty
      c. Gauntlet
      d. Mousquetaire
      e. Mitten
   5. Size ranges
      a. Women's
      b. Men's
      c. Children's
   6. Relationships
      a. End-uses
      b. Leather properties
      c. Fit
      d. Quality
      e. Price

C. Federal Labeling Regulations

Learning Experiences

1. Pull apart and mount the parts of a glove. Have students identify each part. Discuss with class the relationship and use of each part.
2. Arrange for an on-site visitation to the plant of a glove manufacturer to observe methods of production.
3. Assign students to bring into class various examples of men's, women's, and children's leather gloves. Lead a class discussion on cost, fit, and quality factors of each type.
4. Have student groups discuss the relationship of glove fashions to the current apparel fashions and suggest appropriate glove styles for different apparel silhouettes.

VI. HANDBAGS

Teaching Content

A. Variations in Fashions
   1. Elements of change
      a. Shape
      b. Size
      c. Texture or materials
      d. Color
   2. Relationships of change
      a. Current shoe fashions
      d. Current apparel fashions
      e. "Total" look
      f. Seasonal fashion cycles

B. Handbag Construction
   1. Parts of a handbag
      a. Outside materials
      b. Frame
      c. Fasteners or zippers (closings)
      d. Linings
      e. Inside coin purses
      f. Compartments or pockets
      g. Padding and reinforcements
      h. Gussets
      i. Handles

2. Manufacturing process
   a. Cutting
   b. Assembling
   c. Sewing
   d. Framing or fastenings applied
3. Basic handbag styles
   a. Underarm
   b. Zipper
   c. Swagger
   d. Vagabond
   e. Shoulder strap
   f. Vanity
   g. Tote
4. Relationships
   a. Price
   b. End-product use
   c. Quality
   d. Suitability
   e. Design
   f. Type

C. Federal Labeling Regulations

Learning Experiences

1. Take apart an old handbag, mount, and identify the various parts. Lead a class discussion on the construction and the materials used.
2. Assign students to collect and bring into class various handbag styles. Have students identify styles, suggest uses, and apply the criteria of saleability and serviceability to each type.
3. Have students name the styles and identify the leathers of the handbags carried by the students in class. Discuss their practicality.
4. Assign a student committee to survey the entire school, for a specified time, to note and record the importance of various styles, colors, and leathers of the handbags being carried by students and teachers. Have the committee report findings to the class, and lead a discussion on handbag fashions. Have students try to predict the forthcoming season's handbag fashion and give reasons for their predictions.

VII. FURS

Teaching Content

A. Variations in Fur Fashions
   1. Elements of change
      a. Type
      b. Color
   2. Relationships of change
      a. Current apparel fashions
      b. Cost

B. Classifications Based on Animal Family Groups
   1. Rodent family
      a. Beaver
      b. Nutria
      c. Muskrat
      d. Marmot
      e. Squirrel
      f. Chinchilla
      g. Coney
   2. Weasel family
      a. Russian sable
      b. Hudson Bay sable
      c. Ermine
      d. Mink
      e. Skunk
      f. Badger
   3. Cat family
      a. Leopard
      b. Ocelot
      c. Lynx
   4. Canine family
      a. Red fox
      b. Silver fox
      c. Cross fox
      d. White fox
      e. Blue fox
      f. Gray fox
      g. Wolf
   5. Hoofed animals
      a. Persian lamb
      b. Broadtail
      c. Caracul
      d. Mouton-processed lamb
      e. American Broadtail processed lamb
      f. Kidskin
      g Guanace
   6. Miscellaneous
      a. American oppossum
      b. Australian oppossum
      c. Raccoon
      d. Alaska seal

C. Relationships
   1. Fur properties
      a. Finishes
      b. Appearance and performance
      c. Classification
   2. End-product uses
      a. Finishes
      b. Appearance and performance
      c. Classification
   3. Quality
      a. Pelt thickness
      b. Color

c. Hide section

D. Fur Garments
   1. Variations in fashion changes
      a. Type of fur
      b. Color
      c. Silhouette
   2. Construction
      a. Muslin pattern
      b. Cutting
      c. Letting-out
      d. Assembling
      e. Nailing
   3. Care of fur garments

E. Relationships
   a. Suitability to customer type
   b. Current apparel fashion
   c. Prestige value
   d. End-product use
   e. Retail selling techniques

F. Federal Labeling Regulations

G. Consumer Protest Movements

Learning Experiences

1. Have students "buy" a fur coat (scarf, jacket) and discuss the fur selected, the basis for judging the suitability of the fur, and the basis for judging the value.
2. Assign students to collect one or more advertisements that feature garments or accessories of real and simulated furs. For "real fur" advertisements have students identify the animal family group, the properties of the fur, the particular fashion and its relationship to current apparel fashions, and the probable sequence of construction of the fur product. For the simulated fur advertisements have students identify the animal family group that is being simulated, and compare the properties of the simulated fur to the "real fur".
3. Lead a class discussion on the status appeal of furs versus the consumer protest movements relating to certain animal families. Have class suggest the effects on methods of retailing furs.

Suggested Evaluation

Evaluation may be based on evidence of the student's ability to:

1. Explain the methods of marketing leather and fur products.
2. Identify leather finishes of a given number of samples (leather chips).
3. Define or explain a given list of the terms used in processing leathers and furs.
4. Classify leathers and furs by generic and animal group classifications, and identify the properties and uses for each.
5. Define the terms and identify elements of fashion changes, quality, construction, styles, and saleability factors of shoes, gloves, handbags, and fur garments.

Teaching Resources

TEXTS AND REFERENCES

Christopher, R. B. *Glovemaking*
Flaherty, F., W. Roddy, and R. Loller. *Chemistry and Technology of Leather*
Fuchs, V. R. *The Economics of the Fur Industry*
Kaplan, H. *Furskin Processing*
Krohn, M. B. and P. W. Schwebke. *How to Sew: Leather, Suede and Fur*
Quimby, H.R. *Pacemakers of Progress: The Story of Shoes and the Shoe Industry*
Sevrin, W. *Hand in Glove*
Terrell, J.U. *Furs by Astor*
Thorstensen, T.C. *Practical Leather Terminology*
Wingate, I., K. Gillespie, and B. Addison. *Know Your Merchandise*

PERIODICALS

Boot and Shoe Recorder
Footwear News
Fur Age Weekly
Handbags and Accessories
Leathers and Shoes
Women's Wear Daily

INSTRUCTIONAL SUPPLIES

- Swatches of leathers and furs
- Discarded shoes, gloves and handbags
- Graphic presentations of parts of shoes, gloves, handbags and fur garments
- Current advertisements of leather and fur products
- Mimeographed articles from trade publications
- Pamphlets from trade associations and manufacturers
- Current audiovisual aids being distributed by trade associations and manufacturers

Basic Skill Development Instruction

THE ELEMENTS AND COORDINATION OF FASHION

Prerequisites: *Introduction to Fashion Marketing*

Suggested Hours: 60

Behavioral Objectives

This area of instruction should enable students to:

1. Comprehend the multifaceted nature of fashion merchandise.
2. Recognize the influence of social and economic factors on the movement of fashion.
3. Apply the principles of design when evaluating fashion products.
4. Recognize the construction elements of apparel products, and evaluate the quality of their workmanship.
5. Differentiate between basic apparel styles.
6. Be familiar with the different size ranges of apparel products.
7. Comprehend the interrelationships and coordination of the various components of fashion merchandise.
8. Use the correct terminology to communicate fashion information and ideas.
9. Be proficient in the perception of fashion.

Instructional Guidelines

Understanding and perception of the various components of fashion merchandise are essential for occupational competency in careers having to do with the selection, use, arrangement, creation, coordination, buying, and/or selling of such merchandise. Equally as important is a knowledge of the language of fashion for the effective communication and exchange of fashion information and ideas.

This area of instruction is designed to develop the student's proficiency and competency in the perception, communication, and coordination of fashion through an analysis of its various aspects. It covers the nature of fashion itself and its relation to the elements of design, apparel construction, basic apparel styles, and size ranges. Teaching emphasis should be on understanding and recognition of suggested content rather than on the development of apparel construction skills that are not essential for fashion competency or occupations in the fashion merchandising field.

It is recommended that all teaching content be presented and visually illustrated by means of slides, photographs, and/or merchandise examples.

Teaching Modules

		Suggested Hours
I.	Introduction and Orientation	6
II.	Nature of Fashion	12
III.	Design Perception	10
IV.	Elements of Apparel Construction	10
V.	Basic Apparel Styles	8
VI.	Apparel Size Ranges	6
VII.	Coordination of Fashion	8
	Total Hours ———	60

I. INTRODUCTION AND ORIENTATION

Teaching Content

A. The Components of Fashion
   1. Socioeconomic influences
   2. Color and design
   3. Construction elements
   4. Basic style features
   5. Size ranges

B. Applications in Fashion Merchandising
   1. Evaluation and selection of merchandise
   2. Selling of merchandise
   3. Communication for sales promotion activities
      a. Fashion presentations
      b. Advertising
      c. Display
      d. Publicity releases
   4. Training of employees
   5. Inter-industry communication

Learning Experiences

(Note: Collect and retain following student projects for use and comparative purposes in the last teaching module. Direct students to make a duplicate copy for future use.)

1. Assign different classifications of men's and women's apparel to different groups of students. Have students collect an advertisement of one garment in their assigned classification and prepare a brief oral description of their garment for class presentation. After the students present their descriptions to the class, have them show the picture for class evaluation of the overall impressions they received from the description, and its accuracy in terms of color, construction, silhouette, fabric, and style features.
2. Have students select an article or advertisement from any written media (e.g. trade paper, magazine, newspaper) that contains terminology that they believe to be related to the fashion industry. Direct students to identify the terminology by underlining the words. Have students list and classify the words in relation to the different "ingredients" of fashion.
3. Show the class a garment and have each student write a description of it. Have students read their descriptions for a class evaluation and/or rating of the most accurate one.

II. NATURE OF FASHION

Teaching Content

A. Terminology and Definitions
   1. Fashion
   2. Style
   3. Design
   4. Fad
   5. Classic
   6. Fashion trend

B. Importance of Fashion
   1. Economic factors
   2. Social factors
      a. Psychological
      b. Sociological
      c. Historical

C. Movement of Fashion
   1. Evolutionary nature of changes
   2. Reasons for change
   3. Factors governing fashion movements
   4. Nature of fashion cycles
   5. Spread of fashion

D. Influences on Fashions
   1. Art
   2. Custom
   3. Utility
   4. Science and technology
   5. Imitation
   6. Life styles
   7. Dominating events
   8. Dominating personalities
   9. Current idealogy
   10. Consumer acceptance

E. Major Periods in Fashion Development
   1. Egyptian
   2. Greco-Roman
   3. Byzantine
   4. Medieval
   5. Renaissance
   6. Baroque
   7. Empire
   8. Romantic
   9. Modern

F. Prediction of Fashion
   1. Determination of trends
   2. Criteria for evaluation
   3. Forecasts of fashions

Learning Experiences

1. Have students bring into class merchandise that illustrates a current fashion or fashion trend and:
   a. Identify the fashion features
   b. State its present position on the fashion cycle
   c. Predict its future.
2. Have students bring into class any current or past fashions that illustrate the influence of art on its design or color.
3. Have student committees research the development of modern fashions and prepare visuals illustrating the major fashion features and changes of different periods.
4. For each of the major factors that influence the birth of a new fashion, have students cite current fashions that have resulted, and how the factor may have influenced its emergence.
5. From observation in the school over a given time, have students observe a particular style in apparel or accessories, and report on its importance, changes, variations, etc. that illustrate the principles and nature of fashion.
6. During this module bring into class, daily, a "fashion" ad and have the students identify the fashion features for the current season.
7. Have students select a category of men's, women's, or children's apparel and observe in two different local stores how the selected item is promoted and

featured. Have students compare and/or contrast the size of assortments, method of presentation, frequency of presentation, prices, etc.

III. DESIGN PERCEPTION

Teaching Content

A. "Tools" of Fashion
   1. Elements of design
      a. Line
      b. Texture
      c. Color
      d. Scale
      e. Shape
      f. Proportion
   2. Expressions of fashion
      a. Colors
      b. Textures
      c. Silhouettes

B. Color
   1. Dimensions of color
      a. Hue
      b. Balance
      c. Intensity
   2. Color harmony
      a. Color wheel
      b. Color relationships
      c. Principles of color harmony
   3. Color moods
   4. Examples of color applications in fashion
      a. Fashion changes in color
      b. Seasonality of colors
      c. Combinations of colors
      d. Importance of color
      e. Coordination of colors

C. Texture
   1. Types of textural effects
      a. Visual
      b. Tactile
   2. Methods of achieving effects
      a. Structural
      b. Surface applications
   3. Examples of texture applications to fashion
      a. Fashion changes in textured effects
      b. Combinations of textures
      c. Coordination of textures

D. Silhouette and Shape
   1. Line
      a. Types of lines
      b. Character of lines
      c. Examples of line applications to silhouettes
   2. Balance
      a. Types of balance
      b. Methods of achieving balance
      c. Examples of applications in fashions
   3. Scale and proportion
      a. Relationships
      b. Methods of achieving proportion
      c. Examples of applications in fashion

E. Criteria for Evaluation of Fashion Designs
   1. Requisites of good design
      a. Orderly
      b. Expressive
      c. Functional
      d. Individual
   2. Application of design principles

Learning Experiences

1. Demonstrate with slides, sketches, or photographs the evolution of silhouettes over a thirty year period, and have students discuss and evaluate the silhouettes in terms of line, harmony, balance, and proportion.
2. Have students list social or traditional events that are associated with a particular color, and try to explain the relation of the color to the event.
3. Have students discuss the "fashion" colors in apparel and accessories for the current fall and spring seasons and note if a trend can be predicted, based on present usage and customer acceptance.
4. With the use of the color wheel, have class identify the primary and secondary colors and discuss the importance of each in consumer buying habits.
5. Have students clip examples that illustrate applications of the principles of color harmony. Direct them to identify as being either monochromatic, analagous, and/or complementary colors.
6. Have various kinds of merchandise available for students to prepare a display that utilizes color, scale, harmony, informal balance, or formal balance.
7. Have students cite examples of proportioned clothing and/or accessories, and ways and means to create illusion of proportion.
8. With swatches of textured materials, have students suggest type of garments suitable for each.

IV. ELEMENTS OF APPAREL CONSTRUCTION

Teaching Content

A. Basic Elements of Construction and Their Function
   1. Types of stitches
   2. Types of seams and seam finishes
   3. Types of gathers, ruffles, and headings
   4. Types of darts and tucks
   5. Types of pleats
   6. Types of hems, facings, and bindings
   7. Types of plackets, pockets, and the like

B. Criteria of Workmanship
   1. Seam allowances
   2. Hand versus machine sewing
   3. Finishing
   4. Type and quality of closings
   5. Matching of patterns, plaids, and stripes
   6. Fit
   7. Appropriateness of fabric

Learning Experiences

1. Bring various types of garments into class and have students examine, analyze, and identify the construction elements by their technical name. Have class evaluate the construction elements in relation to their function.
2. Bring similar types of merchandise into class and have students compare and evaluate the workmanship of the construction elements.
3. Have students collect examples of different kinds of pleats as illustrated in newspapers or magazines, and identify each type of pleat with its correct technical name.
4. Take students on a field trip to an apparel sewing factory to have them observe the mass-production of construction elements.
5. Show students a low-priced and a high-priced garment of similar style and fabric. Have students compare the workmanship qualities of each.

V. BASIC APPAREL STYLES

Teaching Content

A. Variations and Changes in Fashions
   1. Sleeves
   2. Necklines
   3. Waists
   4. Collars
   5. Skirts
   6. Silhouettes

B. Types of Styles
   1. Sleeves
   2. Necklines and collars
   3. Waists
   4. Skirts
   5. Dress silhouettes
   6. Coat silhouettes
   7. Slacks and pants
   8. Lapels
   9. Jackets

Learning Experiences

1. Bring pattern book into class and have students identify various styles of apparel in the book.
2. Have students name and identify their own wearing apparel for styles of collars, silhouettes, sleeves, necklines, lapels, and the like.
3. Have students collect apparel advertisements in newspapers and magazines, and identify the styles of sleeves, necklines, collars, silhouettes, etc. that are illustrated.
4. Have students identify the types of basic apparel style features that are currently in fashion such as sleeves, necklines, collars, silhouettes, etc.
5. Assign students to visit a museum or do historical research and have different students report on the characteristic style features of different historic periods.
6. Have students discuss the relative importance to them of the color and style features of merchandise that they purchase.

VI. APPAREL SIZE RANGES

Teaching Content

A. Structure of Industry
   1. Divisions by sizes
   2. Size specializations of individual firms

B. Size Ranges
   1. Infants' and children's
      a. Infants'
      b. Toddlers'
      c. Children's
      d. Girls'
      e. Boys'
      f. Subteens'
   2. Women's
      a. Juniors'
      b. Junior Petites'
      c. Misses'
      d. Women's
      e. Specializations (tall, chubby, extra-size, maternity, etc.)
   3. Boyswear
   4. Menswear
      a. Suits
      b. Shirts
      c. Pants and slacks

Learning Experiences

1. Have students identify the sizes that they themselves wear.
2. Have students collect advertisements that feature different size ranges, and discuss the relationship of the sizes to the type of merchandise featured.
3. Lead a class discussion on the importance of size when buying fashion merchandise, and have students rate its importance in relation to other elements of fashion.

VII. COORDINATION OF FASHION

Teaching Content

A. Coordination of Interaction in Fashion Industry
   1. Apparel and accessories
   2. Undergarments and outergarments
   3. Men's, women's, and children's
   4. Design, construction, styles, sizes, and fashion movements

B. Coordination and Uniformity of Fashion Terminology
   1. Communication with consumers
   2. Inter-industry communication

C. Coordination in Forecasting Fashions
   1. Changing nature of fashion
   2. Evolutionary nature of fashion changes
   3. Inter-effects of changes in fashion elements

Learning Experiences

1. Have students repeat one or more of the learning experiences in Module I and compare their results with those previously achieved. Have students do a self or class evaluation of their improvement in the perception of fashion elements, and in their ability to use correct fashion terminology to communicate information about these elements.
2. Have students collect two or more advertisements of different categories of fashion products and identify the interrelating fashion elements in each ad.
3. Have students analyze their own wearing apparel, identify the different fashion elements that they find, and discuss the interrelationships of these elements.
4. Organize class into groups for group discussions and conclusions on current trends in fashion and their implications for such other fashion elements as style features, construction elements, and design elements.

Suggested Evaluation

Evaluation may be based on evidence which demonstrates the student's ability to:

1. Identify and explain a given number of the fashion terms covered in each teaching module.
2. Identify a given number of fashion influences and explain by example how each influenced a past or current fashion.
3. Analyze and evaluate a men's, women's or children's garment in terms of its design elements, its basic style characteristics, its construction elements and the quality of workmanship.
4. Illustrate with examples from past or current fashions or trends the interrelationship and coordination of the various elements of fashion merchandise.

Teaching Resources

TEXTS AND REFERENCES

Albers, J. *Interaction of Color*
Anspach, K. *The Why of Fashion*
Bevlin, M. *Design Through Discovery*
Birren, F. *Principles of Color*
Chambers, B. *Color and Design*
Cheskin, L. *Colors: What They Can Do For You*
Fourt, L. and N. Hollies. *Clothing: Comfort and Function*
Hannan, W. *The Mechanics of Sewing*
Horn, M. J. *The Second Skin: An Interdisciplinary Study of Clothing*
Itten, J. *The Elements of Color*
Jarnow, J. and B. Judelle. *Inside the Fashion Business*
Laver, J. The *Concise History of Costume and Fashion*
Mansfield, E. *Clothing Construction*
Nystrom, P. *The Economics of Fashion*
Paschel, H. P. *The First Book of Color*
Pistolese, R. and R. Horsting. *History of Fashions*
Roach, M. E. and J. B. Eicher. *Dress, Adornment and the Social Order*
Reich, Berman and Hager. *Essentials of Clothing Construction*
Ryan, M. S. *Clothing: A Study in Human Behavior*

PERIODICALS

Clothes Magazine
Daily News Record
Glamour
Mademoiselle
Vogue
Women's Wear Daily

AUDIOVISUAL AIDS

There's Color In Your Life, 18 min., 16mm. color film, sound
Association Films, Broadway at Elm, Ridgefield, New Jersey 07657

Color Concepts, 6 min., color filmstrip, sound
J.C. Penney Co., Inc., Educational Relations, 1301 Ave. of Americas, New York, N.Y. 10019

This Is Color, 27 min., 16mm. color film, sound
Modern Talking Picture Service, Inc., 21 West 60th Street, New York, N.Y. 10023

INSTRUCTIONAL SUPPLIES

- Examples of men's, women's and children's apparel and accessories (that illustrate teaching content)
- Photographs, sketches and/or slides of past fashions (that illustrate teaching content)
- Advertisements of current fashions in apparel and accessories
- Color wheels
- Swatches of textured and textured-effect fabrics

FASHION SALESMANSHIP

Prerequisites: *Basic Textiles; Furs and Leathers; Elements and Coordination of Fashion*

Suggested Hours: 45

Behavioral Objectives

This area of instruction should enable students to:

1. Understand the importance of personal selling and the variety of occupational selling opportunities in the fashion industry.
2. Recognize the types of information that are needed for successful selling and the possible sources of information.
3. Apply basic salesmanship techniques and procedures to the selling of fashion products.
4. Develop their judgment, confidence, and ability to function in different types of selling situations.
5. Adapt and apply basic selling techniques and principles to industrial selling situations.
6. Apply the product knowledge acquired in prerequisite studies to the creative selling of fashion merchandise.

Instructional Guidelines

This area of instruction is designed to develop the students' confidence and competency in selling fashion products. It covers basic principles and techniques of salesmanship that are equally applicable to retail and industrial selling in the fashion industry.

Because of the ubiquitous nature of retailing and the many job opportunities in the retail field, teaching content and learning experiences emphasize the application of selling techniques, procedures, and principles within the retail selling environment. It also includes a module on industrial selling that can be expanded depending upon the employment opportunities in the community, the interests and job goals of the students, and the design and objectives of the school program.

Role-playing should be the major method of instruction and lecture time should be kept to minimum. To learn the viewpoints of salespeople and customers, all students should be given as many opportunities to play both roles as class time permits. Field trips, on-site observations, and sales-training aids used by local stores, that are generally available for loan, could further serve to give the students an insight into "real life" selling observations. It is recommended that instructors solicit community resources for sales training aids that can be used as instructional materials, and obtain their permission for student observations and shopping reports.

Teaching Modules

	Suggested Hours
I. Introduction to Fashion Selling	4
II. Essential Knowledge for Retail Fashion Selling	6
III. Analysis of Selling Procedures and Techniques	10
IV. Creative Selling Techniques	12
V. Preparation for Professional Retail Selling Careers	5
VI. Fashion Selling in Industrial Establishments	8
Total Hours – – – –	45

I. INTRODUCTION TO FASHION SELLING

Teaching Content

A. Definition of Salesmanship

B. Importance of Selling
   1. Importance to the general economy
   2. Importance to customers
   3. Importance to employers
   4. Importance to the fashion industry

C. Types of Selling
   1. Non-personal
      a. Advertising
      b. Display
      c. Publicity
      d. Self-service

2. Personal
   a. Direct selling within a firm
   b. Telephone selling
   c. Demonstration selling
   d. Door-to-door selling
   e. In-home selling (party plans)

D. Methods of Compensation
   1. Salary
   2. Commission
   3. Combinations

E. Occupational Opportunities in Fashion Industry
   1. Places of employment
      a. Retail firms
      b. Industrial firms (producers and wholesalers)
      c. Independent sales representatives
   2. Career progression and advancement
      a. Retail stores
      b. Manufacturers and wholesalers
      c. Professional careers as salespeople

Learning Experiences

1. Have students identify and list retail and manufacturing firms in the community who are in the apparel business, and decide which personal selling methods might be advantageously used by each type of firm. Discuss the need for each type of selling and what factors influence the methods of selling that are used.
2. Have each student examine the clothes that they are wearing and analyze each item for how and where it was bought; what selling procedures and/or activities were involved; and their opinion of the salesperson's knowledge. Have students come to conclusions on the importance of the salesperson in their final decision to buy.
3. Have students report on their personal experiences with "good" and "bad" salespeople and explain their classification of the salespeople as "good" or "bad".
4. Have students spontaneously role-play the following two situations and have the class compare differences and similarities of wholesale and retail selling. Point up the value of studying salesmanship and the career opportunities in selling occupations.
   a. *Situation I* – Using students' own handbags, have *one* "student wholesaler" sell a "line of handbags" to another student acting as an owner/store manager of a neighborhood retail store.
   b. *Situation II* – Have a student role-play a retail "salesperson" in the neighborhood handbag accessory store, selling a handbag to a retail customer. Have class discuss both differences and similarities in selling at wholesale and retail levels.
5. Organize a field trip to a local department store. The store program could include a panel of salespeople from various fashion apparel accessories and fabric departments, and salespeople could describe their duties and actual selling jobs. In addition, arrange for students to be given a look behind-the-scenes, such as the receiving and marking areas, and an overview of the store organization. This experience should give students a better appreciation for the various and many activities performed in the handling of merchandise, and the role of a salesperson in a retail organization.
6. Arrange a field trip with a local vendor (manufacturer, wholesaler, jobber) and ask for a sales representative to describe the firm's selling procedures to retailers and the role of the salesperson in the organization.

II. ESSENTIAL KNOWLEDGE FOR RETAIL FASHION SELLING

Teaching Content

A. Apparel and Textile Product Knowledge
   1. Importance
      a. Intelligent selection of merchandise
      b. Use of correct terminology
      c. Communication of information to customers
      d. Understanding of customer benefits
   2. Scope of Knowledge
      a. Specific items in stock
      b. Fabrics and finishes
      c. Advantages and benefits
      d. Limitations
      e. Appropriate end-uses
      f. Maintenance and care factors
      g. Current fashions and trends
      h. Names of manufacturers
   3. Sources of information
      a. Hangtags and labels
      b. Co-workers
      c. Supervisors
      d. Advertisements and display signs
      e. Manufacturers
      f. Libraries
      g. Personal experience
      h. Trade associations
      i. Fashion coordinator

B. Knowledge of Store
   1. Merchandise policies
   2. Services offered

3. Advertisements
4. Special storewide promotions
5. Store fashion "image" or reputation

C. Knowledge of Customer Buying Motives
1. Emotional
2. Rational
3. Complexity of buying motives
4. Major motives for buying fashion products

Learning Experiences

1. Divide class into groups of retail salespeople and retail customers. Have each group discuss and come to conclusions on what they should or what they want to know about the merchandise that they are selling or buying. For example, customers may want to know fashion features, washability and/or other care factors, etc.; salespeople may want to know construction processes, appropriate end-uses, etc. Come to conclusions on the information a customer expects from salespeople and what a salesperson should know.
2. Have each student collect a given assortment of apparel and accessory hangtags, labels, advertisements, and bill enclosures. For each item collected, direct students to list the information in it that may be used as selling points or benefits to a customer. Display the various student collections and have students evaluate the different types of items as a source of product or service information for salespeople.
3. Have students discuss why they buy new clothing and accessories, and identify their reasons as either emotional or rational. Have class come to conclusions on the implications of consumer fashion buying motives for salespeople.
4. Have each student collect two or more apparel and/or accessory ads, identify the buying motives to which each appeals, and underline the specific appeal words in the ad. Have class come to conclusions on the dominant motives in buying fashion products and their implications for salespeople.

III. ANALYSIS OF SELLING PROCEDURES AND TECHNIQUES

Teaching Content

A. AIDA Pattern
1. Getting *attention*
2. Developing *interest*
3. Creating *desire*
4. Inducing *action*

B. Approach to Customers

1. Importance of prompt approach
2. Types of approaches
   a. Service
   b. Merchandise
   c. Social
   d. Combination
3. Avoidance of stereotyped approaches

C. Determination of Customer Needs
1. Importance of determining needs quickly
   a. Prevention of lost sales
   b. Establishment of customer confidence
   c. Saving of time
   d. Prevention of customer dissatisfaction
   e. Evaluation of available merchandise to needs
2. Methods of determination
   a. Direct questions
   b. Initial requests of customer
   c. Customer reaction to merchandise shown
   d. Clues during the sale

D. Development of the Sales Presentation
1. Relation of merchandise facts to customer benefits
   a. Appeal to buying motives
   b. Satisfaction of customer needs
   c. Emphasis on benefits
      1) Telling of facts
      2) Selling of benefits
2. Merchandise facts
   a. Fashion features
   b. Distinctive features
   c. Fabric
   d. Construction
   e. Maintenance and care
   f. Performance
   g. Others
3. Development of a selling vocabulary
   a. Use of customer "language"
   b. Use of fashion terminology
   c. Avoidance of "tired" words and phrases

E. Presentation of Merchandise
1. Initial showing of medium priced merchandise
2. Handling merchandise with respect
3. Limiting the amount of merchandise shown
4. Removing unwanted items quickly
5. Dramatizing the merchandise
6. Getting customers to handle merchandise
7. Encouraging customers to try on merchandise

F. Closing the Sale
1. Assistance with buying decisions
   a. Suggestions for buying decisions
   b. Narrowing of selection possibilities
2. Overcoming of objections

Learning Experiences

1. Have class practice and evaluate selling approaches by means of *Flash Card situations.* For example, prepare situations similar to the following on flash cards, for response by individual students within 10 seconds in answer to the question "What approach would you use"?, and class evaluation of responses:
   a. A customer who has not looked at merchandise approaches the handbag counter, and you, the salesperson, are not busy.
   b. A waiting customer is looking at sweaters on display, and you, the salesperson, are just completing a transaction.
   c. A customer who has not looked at merchandise approaches you. You, the salesperson, are waiting on another customer.
   d. A customer who may have been approached by another salesperson.
2. Assign students to prepare a given number of examples of merchandise approaches for apparel and accessory products.
3. Have class practice *Starter Questions* in determining customer needs. For example, if a customer says, "I need some bedroom slippers", a starter question might be, "Are you completing a particular lounge outfit or are you looking for generally functional bedroom slippers?" If a customer says; "I am looking for a top for a skirt", a starter question might be, "What color is your skirt?"
4. Have each student list 10 "tired" words or phrases that are overused in selling situations such as "cute", "just for you", "high class", etc. and have class discuss their reaction to these words.
5. Have students prepare a list of "Magic Selling Words" that they consider lively, effective, and appropriate for apparel and/or accessory products, and that make use of correct fashion terminology. Direct students to use varied sources of information, such as labels, tags, advertisements, dictionaries, brochures, and identify their sources.
6. Have some students role-play a series of prepared or spontaneous selling situations, using their own clothing for merchandise, for class observation, evaluation, and discussion of approaches, sales presentations, merchandise presentations, and closings of sales.

IV. CREATIVE SELLING TECHNIQUES

Teaching Content

A. Increasing Sales
   1. Suggestion selling
      a. Explanation of suggestion selling
      b. Types
      c. Timing
      d. Service to customer
      e. Benefits to salesperson
   2. Substitute selling
      a. Explanation of substitute selling
      b. Appropriateness of substitutes
      c. Service to customer
      d. Benefits to salespeople

B. Overcoming Objections
   1. Types of objections
      a. Real and valid
      b. Excuses
   2. Examples of common objections
      a. Price of product
      b. Need of customer
      c. Characteristics of product
      d. Performance of product
   3. Examples of techniques for overcoming objections
      a. Translation of objections into selling points
      b. Additional explanation of objectionable features
      c. Emphasis on superior features of merchandise

C. Handling Problem Situations
   1. Examples of problem situations
      a. Two or more customers shopping together
      b. Irritable customers
      c. Argumentative customers
      d. Silent customers
      e. "Just looking" customers
      f. Others
   2. Techniques for handling

D. Preventing Lost Sales
   1. Examples of reasons for lost sales
      a. Salesperson's disinterest
      b. High pressure selling
      c. Lack of courtesy
      d. "Over-rushing"
      e. Arguments
      f. Lack of suitable merchandise
   2. Methods of minimizing lost sales
      a. Selling techniques
      b. Personal interest and attitudes

Learning Experiences

1. Have students report on any merchandise that they themselves (or friends and relatives) may have bought as a result of suggestion selling by a salesperson, and discuss and classify examples according to suggestions for (a) larger quantities, (b) re-

lated items, (c) specially priced merchandise, (d) new products, (e) others.

2. Have students role-play a series of prepared or spontaneous selling situations and give the "salespeople" instructions to include an example of suggestion selling and/or substitute selling. Direct the students who are observing the role-playing to note and evaluate the use and techniques of substitute and/or suggestion selling.
3. Have students do short practice exercises in overcoming objections by having students (a) write an example of a hypothetical objection as a customer might express it, (b) exchange cards with a fellow student, (c) respond to the objection that they received.
4. Assign each student, or groups of students, to prepare a brief narrative report of an actual selling situation for "acting out" or for reading to the class for a discussion of selling procedures and techniques. The following is a suggestion for a sample report:

   "Salesperson greeted me pleasantly and I told her I would like to see a black coat. Salesperson asked if I wanted a fur-trimmed or untrimmed coat. I told her I preferred one with a fur collar. Salesperson showed me several styles, commenting on each one. I selected one and salesperson told me it was the right size and looked well, 100% wool, hand tailored, dyed beaver collar and a good buy at $109. I hesitated, told salesperson that I would like my mother to see the coat. She said nothing. What should or might have been done to close this sale?"
5. Prepare situations that relate to *Selling Judgment* and distribute to student groups. Have group discuss each situation, and select a group leader to report their "selling judgment" to the class for a class evaluation and discussion of group answers. The following is an example of a situation: "A customer has decided to buy a garment that pleases her very much. After she has said that she wishes to purchase it, the salesperson discovers a defect in it that the customer has not noticed, and that the salesperson had not seen up to this time. It is the only article of its kind in stock. What's *your* selling judgment?"
6. Have students role-play different types of prepared situations that call for the use of creative selling techniques. Prepare discussion points for each situation. Following are examples of such prepared situations:
   a. Overcoming Objections
      1) *Instructions to "Customer"*
         Shop for a slip as a gift for your aunt who is middle-aged and generally conservative. You want to spend about $8.00. Find some objection to the first two slips the salesperson shows you, e.g., "This one looks too tight fitting" or "too fancy." Buy a slip, using your judgment and depending on the salesperson's recommendations. Buy something else only if salesperson suggests it.
      2) *Instructions to Students Observing*
         Notice the way the salesperson meets customer's objections. Is it effective? Does she use selling points?
      3) *Discussion Points*
         a) What are customer's reactions to the salesperson's suggestions?
         b) Were customer's objections an indication that she was not going to buy?
         c) How can objections be overcome?
   b. Trading Up Selling Situation
      1) *Instruction to Customer*
         Shop for a _____. Ask to see an item about $_____. If the salesperson shows you better merchandise also, show some interest in it, but say it is more than you planned to spend. If the salesperson is not discouraged, but tells you why the more expensive one is a better buy, let her convince you to take it.
      2) *Instructions to Students Observing*
         Notice how the salesperson uses facts and benefits to convince the customer that it's worthwhile to pay more.
      3) *Discussion Points*
         What are customer's reactions to higher priced merchandise?
   c. Silent Customer Problem
      1) *Instruction to Customer*
         Shop for a _____ and ask to see one. As the salesperson shows you merchandise remain silent. If the salesperson asks you direct questions be as non-committal and evasive as possible. Do not express any opinions or reactions to the merchandise or the price. If the salesperson is not discouraged let her sell you the item for which you are shopping.
      2) *Instructions to Students Observing*
         Notice the way in which the salesperson reacts to the customer's silence and lack of reaction. Is she/he too easily discouraged? Did the salesperson ask the type of questions which might have clarified what the silent customer really wanted?

3) *Discussion Points*
Was customer's silence an indication of whether he/she was or was not interested in buying?

7. Have students give examples of personal shopping experiences in which they did not buy because of a salesperson's attitude or selling technique.

V. PREPARATION FOR PROFESSIONAL RETAIL SELLING CAREERS

Teaching Content

A. Comprehension of Job Responsibilities and Function
   1. Function
      a. Service to customers
      b. Service to employer
   2. Examples of job responsibilities
      a. Serves customers
      b. Records sales
      c. Wraps merchandise
      d. Keeps stock in order
      e. Assists with inventory counts
      f. Handles customer complaints

B. Self-Appraisal of Personal Qualifications
   1. Physical
   2. Emotional
   3. Social
   4. Personal values

Learning Experiences

1. Assign students to observe and analyze, for a given time period, the activities of one or more salespeople in a retail store and report on their activities. Have class classify the activities reported.
2. Have students bring into class one or more sales-checks and/or sales tickets from purchases that they have made, and analyze the salesperson's role and responsibility relating to it.
3. Divide class into groups and direct each group to make a list of the personal qualifications that they believe an effective salesperson needs. List qualifications on the blackboard by classifications such as physical, emotional, aptitudes, personal values, etc. Have students publicly or privately compare their own qualifications in order to increase their self-understanding, and have them evaluate their qualifications for selling as a professional career and/or as an entry job leading to career progression.

VI. FASHION SELLING IN INDUSTRIAL ESTABLISHMENTS

Teaching Content

A. Differences From Retail Selling
   1. Types of selling environments
      a. Showrooms
      b. Travelling salesmen
      c. Customer's offices
   2. Types of industrial customers
      a. Retailers
      b. Distributors
   3. Volume of sales
   4. End-use of merchandise (resale purpose)
   5. Financial compensation
      a. Emphasis on commission
      b. Drawing accounts
      c. Opportunities for greater income
   6. Job responsibilities
      a. Locating outlets and customers
      b. Following up on customers
      c. Continual servicing of customers
      d. Advice to customers
      e. Following up on delivery of merchandise sold
      f. Calling on customers
      g. Writing up customers' orders

B. Essential Knowledge for Wholesale Fashion Selling
   1. Company policies and procedures
      a. Distribution policies
      b. Terms of sale
      c. Return goods policies
      d. Delivery dates
      e. Shipping procedures
      f. Productive capacity
      g. Customer promotional aids
      h. Plant operations
      i. Seasonal timing
   2. Merchandise information
      a. Cost and suggested retail price
      b. Construction of products
      c. Materials of products
      d. Competitive offerings
      e. Current fashions and fashion trends
      f. Style numbers of products
      g. Available colors and sizes
   3. Customer information
      a. Procedures in retailing
      b. Types of retailers
      c. Retail buying procedures and activities
      d. Names of buyers
      e. Resident buying offices and affiliations
      f. Potential buying volume of customers
      g. Rational nature of buying motives
      h. Sources of information about customers

C. Comparison to Retail Selling Techniques
   1. Approach
      a. Pre-approach-research and customer information

b. Appointment
c. Importance of correct timing

2. Developing the sales presentation
   a. Emphasis on profit factors
   b. Emphasis on distinctive features
   c. Use of retail "language"
   d. Emphasis on factual information
   e. Information about delivery
3. Presentation of merchandise
   a. Demonstrations
   b. Dramatization
4. Closing the sale
   a. Special inducements to buy
   b. Limitations of supply, if valid
   c. Confirmation of order

D. Career Opportunities in Industrial Fashion Selling
   1. Scope of industrial opportunities in the community
   2. Advantages and limitations of industrial selling

Learning Experiences

1. Divide class into groups for a discussion and group report on what they, as potential professional retail buyers, would want to know about their suppliers and their product offerings. Classify the information suggested by each group, and have students come to conclusions on the information expected from an industrial salesman.
2. Have students report on the similarities and differences in industrial and retail selling, and come to conclusions as to whether the "same person" can be successful in both. Have students give reasons for their conclusion.
3. Have students, individually or in groups, select a "line" of fashion merchandise and identify the stores in the community that are potential customers.
4. Using the same merchandise, have the same students role-play two selling situations, one between an industrial seller and a retail buyer, and a second between a retail seller and ultimate consumer. Have class compare, discuss, and evaluate the difference in selling procedures.
5. Have students prepare a checklist of the sequential procedures they would follow in preparation for a selling trip.
6. Arrange to have selected students observe a store buyer and vendor in a sales situation. Have the students report to class the differences between this selling situation from those most familiar to them as retail customers.

Suggested Evaluation

1. Students may be evaluated on evidence of their ability to describe a specific problem selling situation other than one that has been used in class, and the method in which it might be handled by a salesperson.
2. Evaluate students' response to a taped selling situation in terms of their ability to judge:
   a. The appropriateness of the approach
   b. The method that was used to determine what the customer wanted
   c. The salesperson's ability to "tell the facts and sell the benefits"
   d. The techniques used to overcome an objection and close the sale
   e. The salesperson's ability to suggest appropriate accessories or other merchandise.
3. Evaluate students on evidence of their ability to develop a list of two or more effective selling sentences for each of the following selling procedures:
   a. Two different types of possible approaches
   b. Questioning a customer about her wants or needs
   c. Relating a fashion merchandise fact to a customer benefit
   d. Encouraging a customer to try on a garment
   e. Suggesting that the customer make a final buying decision.

Teaching Resources

TEXTS AND REFERENCES

Haas, K. and J. Ernst. *Creative Salesmanship*
Kirkpatrick, C. *Salesmanship*
Reid, A. *Modern Applied Salesmanship*
Robinson, O., Robinson, C., and G. Zeiss. *Successful Retail Salesmanship*
Russell, F., Beach, F., and R. Buskirk. *Textbook of Salesmanship*
Wingate, I. and C. Nolan. *Fundamentals of Selling*

PERIODICALS

Daily News Record
Women's Wear Daily

INSTRUCTIONAL SUPPLIES

- Sales training manuals: available without cost from National Cash Register Co., Dayton, Ohio
- Sales training aids available for loan from large local retail stores (often include film strips, slide presentations, selling programs, and the like)

RETAIL FASHION MERCHANDISE PLANNING AND CONTROL

Prerequisites: *None*

Suggested Hours: 60

Behavioral Objectives

This area of instruction should enable student to:

1. Understand the importance and use of numbers in the merchandising of fashion.
2. Apply basic arithmetic to retail selling.
3. Recognize the basic components of profit, and understand their relationship and manipulation to improve profit.
4. Know the method, procedures, and systems that are used in large retail stores to determine inventory value.
5. Understand considerations that govern the profitable pricing of merchandise.
6. Be familiar with the terms of sale that a retail buyer negotiates when buying merchandise for resale.
7. Understand the techniques and systems used to plan and control stocks and purchases in relation to sales.
8. Be familiar with a merchandise operating statement.
9. Develop a proficiency in merchandising arithmetic, and apply basic formulas in solving merchandising problems mathematically.
10. Acquire the terminology of merchandising planning and control.

Instructional Guidelines

Numbers are the language of the fashion business. Basic arithmetic of whole numbers, fractions, decimals, and percentages are used to solve merchandising problems. The subject matter of this area of study is of value to those employed or involved, directly or indirectly, in the buying of merchandise for resale. It is of importance to manufacturers and wholesalers who sell to retailers, as well as to the agencies providing consultation services, for then they can see the problems of their customers in the proper light. The approach is from the viewpoint of the merchandiser, and is arranged to provide a learning tool for the student.

This area of instruction covers the concepts, terms, practices, procedures, and calculations of mathematics in retail merchandising. It includes the influence of expense and other elements of the profit and loss statement; the procedures, calculations, and forms used in controlling stocks by the Retail Method of Inventory; the determination of stock shortages; the pricing of goods by markup methods; the repricing of goods through markdowns; terms of sales; the budgeting through seasonal planning of purchases, turnover, and open-to-buy; and results of performance as reflected in an operating statement.

Through the calculation of problems that illustrate actual business practices, the student will develop an understanding of the decisions required, and the basis for solving merchandising problems, mathematically.

It is suggested that a pre-test of basic arithmetic skills be administered during the first class session. It should test the level of class competency with the greatest emphasis on decimals and percentages. A continuing learning experience should be to review, correct, and further explain the practice problems that should be assigned for homework by the teacher at every session. It is suggested that additional time be scheduled for a remedial clinic, from which the more proficient student can be excused.

It is further recommended that the permission of local merchants be obtained for the student shopping reports and on-site visitations included in the suggestions for learning experiences.

Teaching Modules

	Suggested Hours
I. Introduction to the Concept of Numbers in Merchandising	2
II. Application of Basic Arithmetic in Retail Selling	3
III. Profit and Loss Statements	11

IV. Retail Method of Inventory in Fashion Merchandising	8
V. Retail Pricing and Repricing of Fashion Merchandise	16
VI. Invoice Mathematics	6
VII. Dollar Planning and Control	12
VIII. Merchandise Operating Statements	2
Total Hours – – – – – –	60

I. INTRODUCTION TO THE CONCEPT OF NUMBERS IN MERCHANDISING

Teaching Content

A. Solving Merchandising Problems Mathematically
   1. Use of numbers in buying activities
   2. Use of numbers in selling activities
   3. Need of ability to record, interpret, and analyze figures from records

B. Merchandising Decisions Based on Numerical Facts
   1. Pricing and repricing of goods
   2. Size of stocks to be carried
   3. Quantities of merchandise (units) to be bought and reordered
   4. Dollar amounts of merchandise to be purchased

C. Merchandising Concepts Expressed in Numbers
   1. Markup percentage
   2. Markdown percentage
   3. Turnover
   4. Profit

D. Merchandising Success Expressed in Numbers
   1. Sales volume
      a. Store
      b. Departments
      c. Classifications
   2. Profit

Learning Experiences

1. Have students list any five professions. For each profession, discuss the relation of numbers to job performance.
2. Have students clip from newspapers, magazines, etc. any business articles where figures (numbers) are an important aspect of the article.

II. APPLICATION OF BASIC ARITHMETIC IN RETAIL SELLING

Teaching Content

A. Retail Selling
   1. Sales check calculations
      a. Totaling the sale
      b. Finding unit selling prices
      c. Finding price of fractional quantities
      d. Finding employee discounts
      e. Figuring sales tax
      f. Figuring delivery charges
   2. Cash register records
   3. Daily tally sheets

B. Employee Earnings
   1. Figuring payrolls
      a. Hour rate basis
      b. Overtime
      c. Commissions
   2. Figuring take home pay
      a. Social Security
      b. Taxes
      c. Miscellaneous

C. Weights and Measures
   1. Totaling the sale
   2. Finding price of fractional quantities

Learning Experiences

1. Bring into class examples of salescheck forms, social security forms, tax returns, etc. Have students calculate and complete the forms from appropriate information furnished by the instructor.
2. Have any students who have had work experience, report to the class on the use of numbers in performing their jobs.
3. Give appropriate practical business problems for student calculation.

III. PROFIT AND LOSS STATEMENTS

Teaching Content

A. Definition of Profit

B. Merchandising Importance of Profit Calculations
   1. Permits exchange of data to determine strengths and weaknesses
   2. Indicates direction of business (prosperous versus bankrupt)
   3. Provides a statement of analysis for changes in management, policy, and the like
   4. May result in improvement of profit

C. Responsibilities for Profit in Retail Operations
   1. Buyer
      a. Department stores
      b. Chain operations

D. Basic Factors that Affect Profit
   1. Operating income (sales volume minus net sales)
   2. Total cost of merchandise sold
   3. Operating expenses

E. Definitions and Calculations of Basic Factors
   1. Operating income (net sales)
      a. Gross sales

b. Customer returns
c. Net sales

2. Total cost of merchandise sold
   a. Billed cost
   b. Inward freight charges
   c. Alteration and workroom costs
   d. Cash discounts
3. Operating Expenses
   a. Direct or controllable
   b. Indirect or fixed

F. Relationship of Basic Profit Factors
1. Structure of skeletal profit and loss statement
   a. Net sales
   b. Cost of goods sold
   c. Gross margin
   d. Operating expenses
   e. Net profit
2. Calculation of skeletal profit and loss statement
   a. In dollars
   b. In percentages

G. Final Profit and Loss Statements
1. Calculation
2. Analysis of performance

H. Improvement of Profits
1. Understanding interrelationship of basic factors
2. Approach possibilities
   a. Increasing sales with a proportionate increase in the cost of merchandise, and little or no increase in expenses
   b. Decreasing cost of merchandise sold without decreasing sales
   c. Lowering or reducing expenses

I. Variations of Profit Percents in Different Fashion Departments

Learning Experiences

1. Have students list the necessary expenses in operating a small retail store. Then assign students to interview local merchandisers in retail stores and report to the class the expenses the merchants incur. A comparison and discussion of the two lists should follow.
2. Bring into class (either students or teacher) a typical Annual Financial Statement published by a large organization. Have students identify the words with which they are familiar, and discuss the operation of the fim under consideration.
3. Bring into class (either students or teacher) the Annual Financial Statements of two different types of organizations. Have students compare the final results and discuss possible causes of differences.
4. Have students calculate problems. Assign homework problems.

IV. RETAIL METHOD OF INVENTORY IN FASHION MERCHANDISING

Teaching Content

A. Importance of Perpetual Inventory Control
1. Controls for buying and promotional activities
2. Seasonal stock fluctuations of fashion merchandising
3. Obsolescence of fashion goods

B. Why Stores "Think at Retail"
1. Consistency in figures for correct comparison
   a. Sales at retail prices
   b. Stocks at retail value
2. Use of retail values
   a. Operational comparisons
   b. Insurance claims
   c. Income taxes
   d. Others

C. Retail Method of Inventory Control
1. Characteristics
   a. Department control
   b. Semi-annual physical count at current retail prices
   c. Cost value of inventory derived from retail value
   d. Maintenance of records and data pertaining to any merchandise movement
2. Responsibilities
   a. Buyer and/or assistant
   b. Statistical department
3. Procedure
   a. Physical inventory count
   b. Perpetual book inventory figure
   c. Shortage or overage
4. Calculations
   a. Perpetual
   b. Shortage or overage
5. Causes of shortage or overage
   a. Clerical
   b. Physical
6. Relationship of shortage
   a. Buyer's responsibilities
   b. Net profit or loss

D. Evaluation of Retail Method of Inventory
1. Advantages
   a. Control over inventories and profit
   b. Simplification of physical inventory counts
   c. Determination of shortages and possible preventive measures
   d. Basis for insurance claims
2. Limitations
   a. Lack of cost evaluation of inventory at current retail

b. Extensive record keeping required for accuracy
c. Careful supervision required to prevent manipulation

Learning Experiences

1. Collect and bring into class examples of various store forms used in maintaining a perpetual book inventory. Have class discuss, after identifying each form, the function of each form.
2. Have class discuss the causes of shortages in retail stores, and the prevention of shortages.
3. Have students give examples of their personal experiences in stores that may have caused shortages.
4. Review homework problems, have students calculate new problems, and assign homework problems.

V. RETAIL PRICING AND REPRICING OF FASHION MERCHANDISE

Teaching Content

A. Price Lining
   1. Structure
      a. Price lines
      b. Price zones
      c. Price ranges
   2. Advantages
      a. Completeness of assortments at best selling price points
      b. Ease of maintaining stock assortments
      c. Ease of setting retail prices
      d. Simplification of sales promotion presentations
      e. Simplification of marking and booking
   3. Limitations
      a. Difficulty of adjustment to changing wholesale prices
      b. Hampers buyer's market activities
   4. Responsibilities
      a. Buyer
      b. Store management
   5. Prevalence in fashion merchandising

B. Retail Pricing
   1. Considerations
      a. Store policies
      b. Correlation among departments
      c. Competition
      d. Nature of fashion goods
      e. Wholesale costs
      f. Customary retail prices ("suggested" retail price)
   2. Responsibilities
      a. Buyer
      b. Store management
   3. Basic pricing factors
      a. Cost
      b. Retail price
      c. Markup
   4. Explanations and definitions
      a. Original retail price
      b. Selling price
      c. Markup
      d. Initial markup or markon
      e. Maintained markup
   5. Formulas and calculations under Retail Method of Inventory
      a. Retail
      b. Dollar markup
      c. Markup percentage
      d. Cost
   6. Formulas and calculations on cost base
   7. Applications and examples
   8. Relationships
      a. Basic profit factors
      b. Net profit
   9. Variations in markup percentages on fashion merchandise
      a. Causes
      b. Implications for retailers
      c. Calculations of deviations from aggregate markup

C. Markdowns of Fashion Merchandise
   1. Purpose
      a. To dispose of unsalable merchandise
      b. To keep stocks fresh and clean
      c. To make necessary price adjustments
   2. Causes
      a. Poor styles, materials, quality, etc.
      b. Overbuying
      c. Calculated risks: "prestige" merchandise
      d. Incorrect sizes due to unbalanced buying or accepting sizes contrary to order
      e. Incorrect colors
      f. Broken assortments, remnants, damages, discontinued lines of merchandise
      g. Special sales from stock
      h. Competitive factors
   3. Typical price change procedures
      a. Authorization for price change
      b. Record of price change
      c. Signatures
      d. Physical price change on tickets
      e. Disposition of forms
   4. Calculations
      a. In dollars
      b. In percentages
   5. Applications and examples
   6. Relationships

a. Amounts taken
b. Timing
c. Net profit
d. Markup

D. Other Price Changes
1. Types
a. Additional markups
b. Cancellation of markdowns
c. Cancellation of markups
2. Causes
3. Calculations
4. Relationships
a. Markup
b. Net profit
5. Applications and examples

Learning Experiences

1. Assign students to shop the same ready-to-wear classifications in two competitive stores in order to compare the number of price lines and the approximate percentage of stock found at each price point. Instruct students to determine the price range in each store, the individual price lines, and the amount of merchandise at each price line. Utilize students' findings for a class discussion of the factors that influence a store's pricing of different types of ready-to-wear items.
2. Have students suggest price lines for men's ties in a small, exclusive men's shop; for children's sweaters in a discount operation; for Junior dresses in a department store, and have them justify their decisions.
3. Assign students to collect a given number of retail advertisements, over a period of one month, that feature markdowns from original retail prices. Have students analyze and interpret the valuations that are quoted in the advertisements.
4. Review homework problems, have students practice new problems, and assign new homework problems.

VI. INVOICE MATHEMATICS

Teaching Content

A. Terms of Sale
1. Discounts
a. Quantity
b. Trade
c. Cash
2. Dating
a. Regular or ordinary
b. E.O.M. (End of Month)
c. Extra
d. R.O.G. (Receipt of Goods)
e. Advance or post
3. Common terms of sale for fashion merchandise
a. Apparel
b. Accessories
4. Application and examples
5. Calculation of invoice payments
a. Determination of discount period
b. Determination of net period
c. Anticipation
6. Importance of negotiating terms
a. Relationship to profit
b. Relationship to cost of goods
c. Evaluation of alternate buying opportunities

B. Shipping Terms
1. Common types
a. F.O.B. Store
b. F.O.B. Factory
c. F.O.B. point of destination
2. Variations
a. Buyer's responsibilities
b. Seller's responsibilities
3. Relationships
a. Cost of goods
b. Net profit
c. Buyer's responsibilities
4. Application and examples

C. Loading
1. Definition and explanation
2. Advantages
a. Uniformity of all inventory and purchase figures
b. Inflation of invoice costs results in higher gross margin
3. Calculation

Learning Experiences

1. Have students collect invoice and order forms from various businesses, and note and explain the terms stated on each form.
2. Have students bring into class examples of charge account bills sent by retail stores, and identify the terms of sale.
3. Have students calculate terms of sale problems that illustrate actual business situations.
4. Review homework problems and assign new problems for homework.

VII. DOLLAR PLANNING AND CONTROL

Teaching Content

A. Coordination of Sales and Stocks
1. Objectives

a. To procure a net profit
b. To research past results in order to repeat and improve past successes
c. To avoid past failures

2. Unification
a. Six month seasonal dollar plan
b. Periodic open-to-buy control figures

B. Six Month Season Dollar Plan
1. Responsibilities
a. Divisional merchandise manager
b. Departmental buyer
2. Procedure
a. Planned semi-annually
b. Based on past data
c. Projects goals
3. Essential elements of a six month plan
a. Planned monthly sales
b. Planned monthly stocks
c. Planned markup percent (monthly or seasonal)
d. Planned monthly markdowns
e. Planned monthly purchases
4. Considerations in planning sales
a. Previous year's sales for corresponding period
b. Current sales trends
c. Economic conditions
d. Local business conditions
e. Competition
f. Fashion factors
g. Influencing conditions within and outside the store or department
5. Considerations in planning stocks
a. Maintenance of adequate physical stock
b. Calculation of monthly stock sales ratios
c. Calculation of average stocks
d. Calculation of stock turnover rate
6. Turnover
a. Definition and explanation
b. Variations of turnover in fashion merchandise
c. Benefits of a rapid turnover rate
d. Limitations of a high turnover rate
e. Calculations and applications
7. Considerations in planning markdowns
a. Decrease from previous markdown percentage
b. Modification to present conditions
8. Considerations in planning cumulative markup
a. Estimated markdowns, shortages, discounts
b. Estimated expenses
c. Desired net profit
9. Calculation of planned purchases
a. Retail value
b. Cost value

C. Periodic Open-to-Buy Control
1. Calculation of open-to-buy
a. Beginning of month open-to-buy
b. During the month open-to-buy
c. Balance of period open-to-buy
2. Relationship of planned purchases to open-to-buy
3. Open-to-buy control procedures
a. Distribution of periodic open-to-buy reports
b. Review of open-to-buy reports
c. Adjustments of open-to-buy figures
4. Importance of an open-to-buy position
a. Reorder money for fast selling items
b. Availability of money for new items, resources, etc.
c. Correction or balancing of present stocks

Learning Experiences

1. Invite a buyer from a department store, and/or a small retailer, as a guest lecturer to talk on the importance of budgeting money.
2. Secure examples of open-to-buy forms used in retail stores and use an overhead or opaque projector to visually demonstrate to the class the decisions involved, and the relationship and sequence of the factors planned.
3. Lead a class discussion on the variations in stock turnover rate for different apparel and/or accessory departments, and possible reasons for these variations.
4. Review homework problems, have students practice new problems, and assign new homework problems.

VIII. MERCHANDISE OPERATING STATEMENTS

Teaching Content

A. Uses
1. Analysis of departmental merchandising operation
2. Evaluation of departmental merchandising operation
3. Comparisons
a. Other stores
b. Other departments

B. Departmental contribution versus operating profit

Learning Experience

1. Bring into class one or more typical retail store merchandising operating statements and have class discuss each factor listed for their interrelationship and their relation to profit.

Suggested Evaluation

Evaluation may be based on the student's ability to:

1. Define the terms and explain the relationship of the basic profit factors.
2. Explain the method, procedure, and mechanics of determining the retail value of stocks in large stores.
3. Define the terms common in merchandising mathematics such as markup, markdowns, profit, terms of sale, planned purchases, and open-to-buy.
4. Solve a given problem for each of the following: profit, shortage, markup, markdown, turnover, planned purchases, and open-to-buy.

Teaching Resources

TEXTS AND REFERENCES

Corbman, B., and M. Krieger. *Mathematics of Retail Merchandising*

Diamond, J. and G. Pintel. *Mathematics of Business*

Tepper, B. and N. Godnick. *Mathematics for Retail Buying*

Wingate, J., E. Schaller, and R. Bell. *Problems in Retail Buying*

Wingate, J., E. Schaller, and L. Miller. *Retail Merchandise Management*

Wingate J. and D. Weiner. *Retail Merchandising*

INSTRUCTIONAL SUPPLIES

- Samples of retail merchandising forms (as specified in learning experiences)
- Annual Financial Statements published by large organizations
- Current magazine and newspaper articles pertaining to terms of merchandising mathematics
- Current audiovisual aids sponsored by trade associations such as the National Retail Merchants Association

DISPLAY DESIGN

Prerequisites: *Introduction to Fashion Marketing*

Suggested Hours: 45

Behavioral Objectives

This area of instruction should enable students to:

1. Understand the importance of display design as a visual merchandising medium.
2. Differentiate between different types of retail store displays, and be familiar with retail store display organization, policies, and procedures.
3. Understand the basic principles and elements of design that are applicable to display design.
4. Know the physical elements of display compositions and arrangements.
5. Create two-dimensional and three-dimensional design collages utilizing the principles and elements of display design.

Instructional Guidelines

Displays, defined as any nonpersonal presentation of merchandise or ideas, are important to merchandisers because they serve as visual aids for selling merchandise and/or building customer good will. Since effective displays have to be well designed, merchandising students should know what constitutes good design and how to apply design elements to display.

Since display is a visual subject, it is recommended that class lectures be kept to a minimum and that "minds-on and hands-on" learning experiences be given the greatest emphasis. It is further recommended that visual examples be used for whatever lectures are deemed necessary, and that community resources be solicited for their cooperation for on-site student observations of displays.

Teaching content and learning experiences in this area of instruction give major emphasis to retail store display procedures and practices for a variety of reasons. One reason is that retail merchandisers are more directly involved in display activities than manufacturers and wholesalers who generally use "outside" display agencies. A second reason is the greater use of display in the retail selling environment than in the industrial selling environment. A third reason is the provision of retail display aids by manufacturers and wholesalers. Still another is the greater number of entry-job opportunities in the retailing field as compared to the industrial field.

Teaching Modules

	Suggested Hours
I. Display: A Visual Merchandising Medium	4
II. Types and Procedures of Retail Display	6
III. Design Elements of Display	12
IV. Physical Elements of Display	8
V. Designing Displays	15
Total Hours ———	45

I. DISPLAY: A VISUAL MERCHANDISING MEDIUM

Teaching Content

A. Definition of Display
   1. Nonpersonal selling presentations
      a. Merchandise (product displays)
      b. Ideas (institutional displays)
   2. Visual merchandising

B. Types of Selling Environments
   1. Retail environments
   2. Industrial and trade environments
      a. Showrooms
      b. Trade and industry shows
      c. Travelling exhibits

C. Importance and Purposes
   1. Stimulates sales
      a. Attracts
      b. Convinces
      c. Sells
   2. Creates an environment
   3. Visually aids merchandising
   4. Builds customer good will

D. History and Development
   1. Early display presentations

a. Retail shops
b. Trade exhibits
2. Exposition of decorative arts (Paris, 1926)
a. Effect on display design
b. Effect on retail window
c. Evolution of the mannequin
3. Current trends
a. Retail stores and effect on store planning
b. Trade and industrial displays

E. Relation to Current Fashion Trends
1. Display approach
2. Incorporation into display design
3. Interpretation of fashion trends

F. Responsibilities and Organization for Display
1. Trade and industry displays (independent display agencies)
2. Retail stores (display departments)

Learning Experiences

1. Assign students to "shop" for and report on any two types of displays in the community that are examples of (a) an institutional display, and (b) a product selling display. Have students give a general explanation of the basic difference between their two types of displays.
2. Assign students to "shop" for and report on any one display that fulfills the four purposes of display as presented in the teaching content, and explain how and why.

II. TYPES AND PROCEDURES OF RETAIL DISPLAY

Teaching Content

A. Types of Retail Displays
1. Interior Displays
a. Showcase displays
b. Counter displays
c. Ledge displays
d. Island displays
e. Wall displays
f. Environment displays
g. Shadow box displays
2. Closed window displays
a. Series of related windows
b. Series of independent windows
c. Single windows
3. Open windows ("see-through" displays)

B. Variations in Display Policies
1. Types of philosophies
a. "Prestige" displays
b. "Selling" displays
c. Combinations
d. Pricing signs
2. Determination of display policies
a. Top management
b. Management goals and objectives

C. Display Department Echelon and Organization
1. Display director
2. Window display manager
3. Interior display manager(s)
4. Display staff
a. Stylists
b. Sign writers
c. Muralists
d. Display decorators

D. The Display Calendar
1. Considerations in scheduling
a. Major holidays
b. Storewide promotions
c. Timeliness
2. Allocation of display windows
a. Potential sales volume
b. Institutional impact (prestige)

E. The Display Budget
1. Costs and expenses
a. Display personnel staff
b. Display materials and lighting
c. Cost of window rent
2. Allocation of costs
a. Prorated
b. Merchandising departments

Learning Experiences

1. Assign different students to shop different local stores to observe, classify, and report on the different types of displays that they find being used for apparel and accessory products. Also have students identify and describe the one display that they considered to be most effective in terms of its selling appeal and give their reasons.
2. Have class identify all holidays which are of major importance for apparel and/or accessory selling, and list them on board. Assign different holidays to different students and have them present a plan for a given number of related windows in terms of merchandise categories to be featured for "their" holiday. This experience will give students an insight into the allocation of windows to merchandise departments.
3. Arrange a field trip to a display department of a large retail store in order for students to observe the activities and discuss the organization of a display department. An alternative to this could be a guest speaker from the display department of a retail store to discuss the display activities and departmental organization of his/her store.

4. Have students debate the pros and cons of institutional or "prestige" window displays versus the pros and cons of direct "product selling" displays.

III. DESIGN ELEMENTS OF DISPLAY

Teaching Content

A. Principles and Elements of Design
   1. Line
   2. Shape
   3. Color
   4. Space
   5. Texture
   6. Scale

B. Factors in Design
   1. Repetition and rhythm
   2. Harmony
   3. Dominance or emphasis
   4. Contrast
   5. Gradation
   6. Balance
   7. Unity

Learning Experiences

1. Visually demonstrate all design principles and elements discussed in teaching content and then have students do short exercises that illustrate design principles, elements, and factors such as balance, proportion, types of lines, gradations, etc.
2. Show students different colors and have them suggest the moods and/or holidays and/or seasons with which they identify the colors being shown.
3. Have students clip and mount a given number of illustrations and identify the design principles of dominance, balance (both formal and informal), and proportion in each of them. Have students also identify or evaluate the factors in one of them that are used in creating the design, such as repetition, harmony, contrast, gradation, and/or interference. Allow students to use any types of illustrations that they choose.
4. Have students shop a retail fashion display of their choice (interior or window) in order to analyze, evaluate, and report on the design principles and elements that are illustrated in the display. Discuss in class.

IV. PHYSICAL ELEMENTS OF DISPLAY

Teaching Content

A. Merchandise
   1. Responsibility for selection
      a. Determination by merchandising division
      b. Coordination by display department
   2. Criteria for selection
      a. Seasonal appeal and timeliness
      b. Selling and/or prestige appeal
      c. Availability of stock
      d. Ability to attract attention
      e. Ability to achieve objectives

B. Props
   1. Fashion mannequins
      a. History and evolution
      b. Types of mannequins
      c. Considerations in mannequin selection
      d. Relation to fashion
      e. Techniques of mannequin use
   2. Other functional display fixtures
      a. Accessories
      b. Forms
      c. Holders
   3. Decorative display fixtures
   4. Structural fixtures

C. Backgrounds
   1. Decorative
   2. Pictorial
   3. Functional

D. Lighting
   1. Types of display lighting
      a. Spot lights
      b. Flood lights
      c. Micro beam/pin spots
   2. Color
      a. Color shields/gels
      b. Flourescent color
      c. Mood lighting
   3. Lighting the display
      a. Mannequin lighting
      b. Background lighting
      c. Glare and sunlight
   4. Decorative illumination
      a. Dimmers
      b. Timers
      c. Beam shapers
      d. Novelty lighting

E. Additional Display Materials
   1. Functional
   2. Decorative
   3. Structural

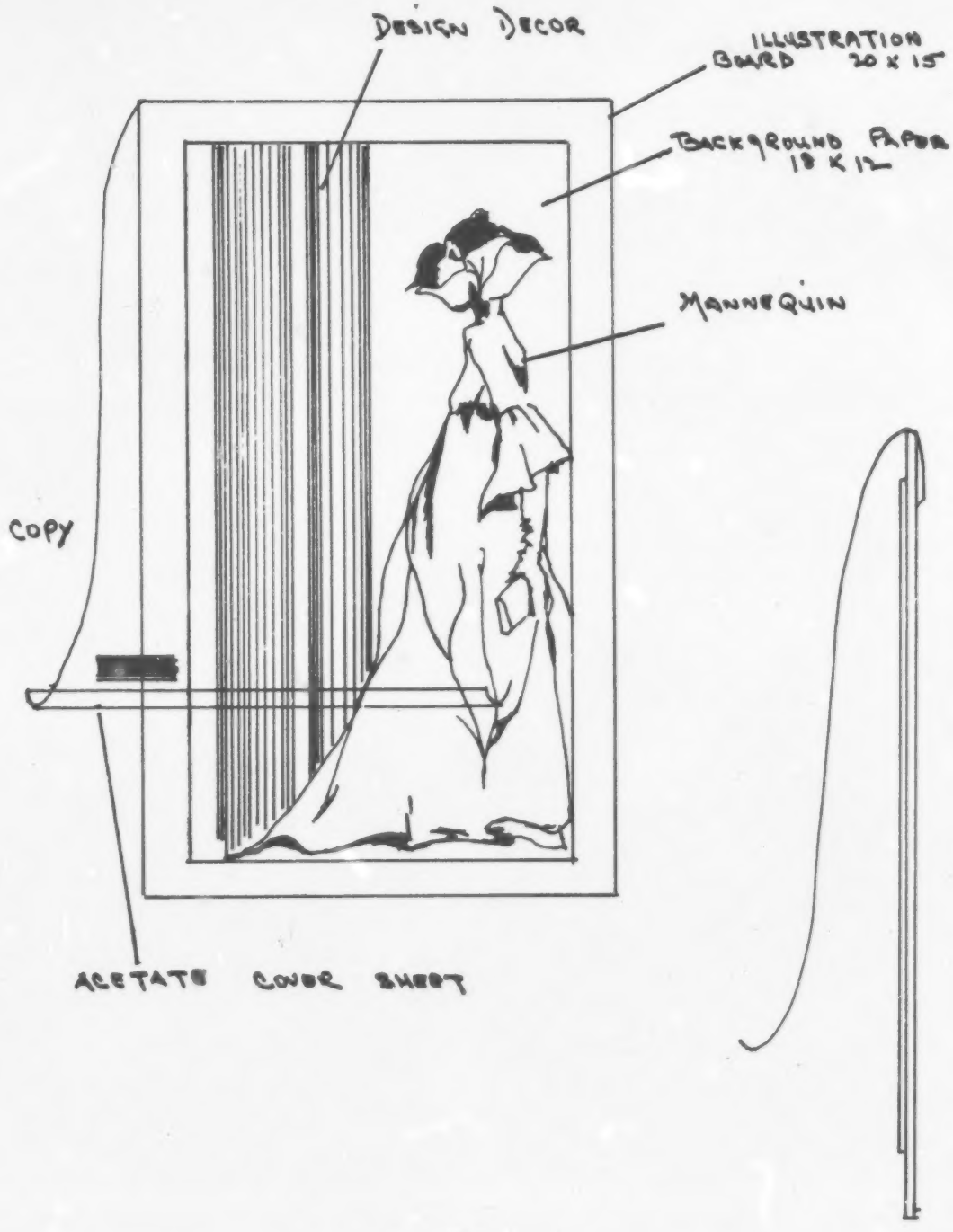
F. Signs
   1. Prices
   2. Descriptions

Learning Experiences

1. Have students examine a retail fashion display window during evening hours to (a) experience the

INSTRUCTIONAL DIAGRAM FOR 2 DIMENSIONAL COLLAGE DESIGN

Figure A (Cross section of design)



pure expression of light and color applications to the display, and (b) analyze and report on the lighting techniques used and the effects achieved.

2. If community resources permit, arrange a field trip to a mannequin manufacturer's showroom to observe types and/or construction of mannequins.
3. If mannequins are available in the school, give students experiences in handling mannequins, such as arranging their pose, changing hair styles, making them up, and in dressing them.
4. Either have students select different local fashion window displays to analyze and evaluate *or* have all students individually analyze and evaluate the same window according to the factors listed below:
   a. Timeliness, appeal and attention-getting factors of merchandise featured
   b. Type of functional props utilized (e.g. mannequins, forms, fixtures)
   c. Decorative props utilized, if any
   d. Type of background
   e. Types of lighting
   f. Other display materials utilized and how utilized (e.g. functional or decorative)
   g. Relation of merchandise to props and background (e.g. do props detract from merchandise or do they enhance merchandise?)
   h. Type of copy on signs
   i. Theme of window
   j. Selling effectiveness of total window.

   Possible additions to this learning experience project would be to have each student (a) rate (e.g. from 1 to 5) each factor analyzed, according to its selling effectiveness, (b) include reasons for their rating, and (c) include suggestions for improvement.

V. DESIGNING DISPLAYS

Teaching Content

A. Considerations in Designing Fashion Displays
   1. Theme
   2. Composition and arrangements
      a. Design principles
      b. Physical elements
   3. Color
   4. Expression of merchandise
   5. Focal points
      a. Primary
      b. Secondary
   6. Coordination of fashions and decor

B. Execution and Implementation
   1. Neatness
   2. Cleanliness
   3. Articulation

C. Purpose of Arrangement
   1. Attract attention
   2. Create interest
   3. Stimulate sales

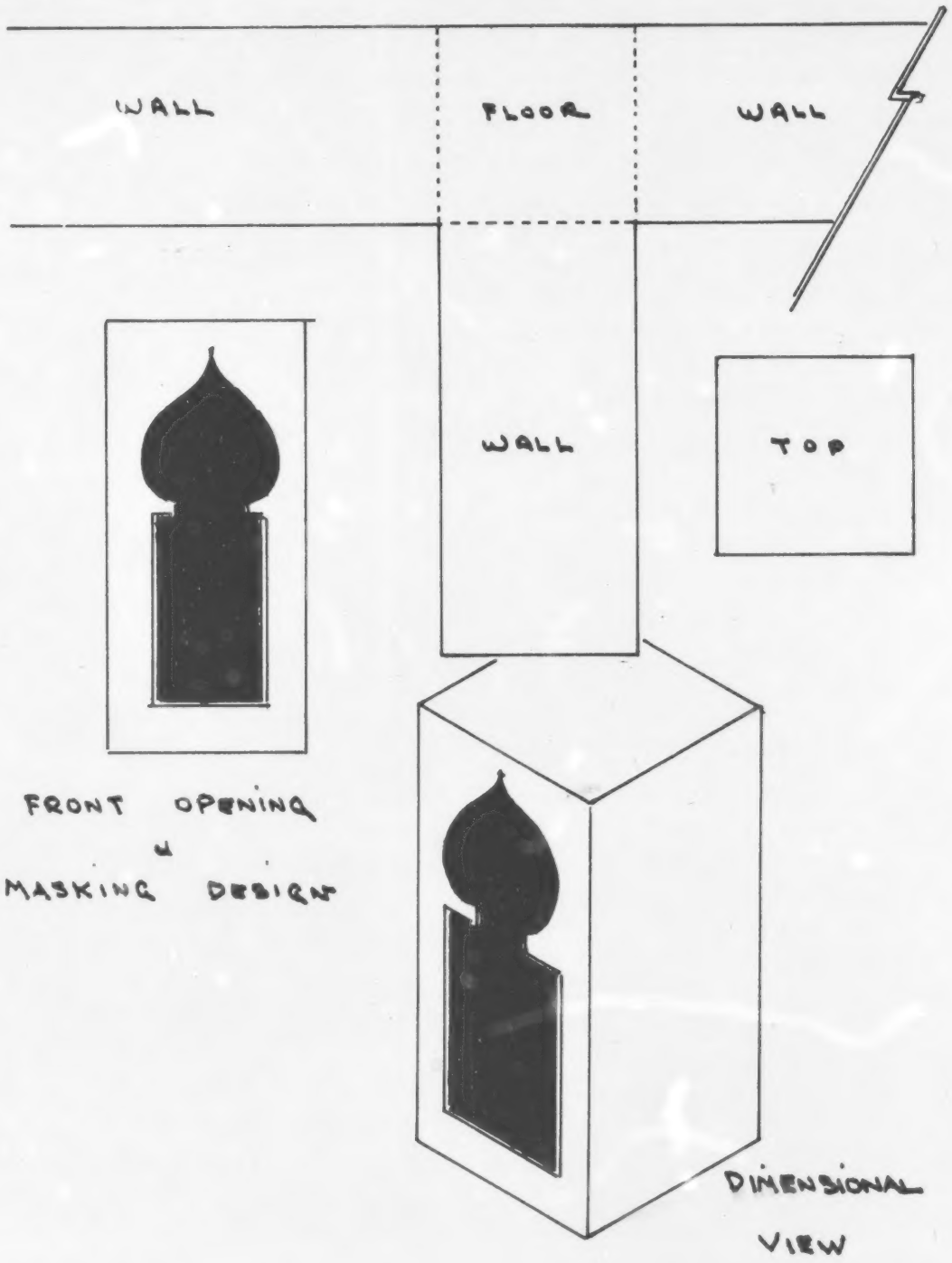
Learning Experiences

1. Have students apply design principles and create a two dimensional collage design for an effective selling fashion window presentation. (See figure A for instructional diagram for two-dimensional collage design). Give general instructions as follows:
   a. The primary consideration in the design is to be the mannequin, as it will dictate or direct the general mood to be followed. The mannequin is to be a color photo selected from a fashion magazine (e.g. *Seventeen, Vogue, Harper's,* etc.) Mannequin is to be vertical, standing, 12" maximum, 10" minimum. It is suggested that the students' selection of their mannequin be given paramount importance.
   b. Transfer type is to be used to develop the copy to be coordinated into the design.
   c. An acetate sheet is to be used to simulate the glass surface of a window and may be lettered.
   d. Collage is to be mounted on a 20" high x 15" wide illustration board.
   e. Background area paper is to be 18" x 12" and may be glossy flint paper, color aid, wrapping or wall paper.
   f. Background materials may be photographs, fabrics and/or any textured substance such as sand, dirt, etc.
   g. Supplies needed (see listing under Teaching Resources).

   Have class discuss, analyze, evaluate, and/or rate designs for the conception of the design, its communication of merchandise features, the coordination of the decor and the fashion featured, the use of the copy line, and the neatness of its articulation.
2. Have students create a design for a three-dimensional fashion window box display as illustrated in instructional diagram figure B. Give general instructions as follows:
   a. Modular window dimensions from 20" x 30" illustration board
      1) Wall height 11"
      2) Wall width 6"
      3) Floor 6" x 6"
      4) Masking or window 11" x 6"
   b. Three wall surfaces and floor may be cut from one illustration board and remain attached. The fourth wall surface or opening must be attached with tape, glue, etc.

INSTRUCTIONAL DIAGRAM FOR 3 DIMENSIONAL DESIGN PROBLEM

Figure B



c. The interior wall surfaces are to be decorated as in the two-dimensional collage (see learning experience #1), keeping in mind the thematic design.
d. Mannequins are to be color photos selected from fashion magazines and must be in proportion to window size, approximately 8 to 9 inches in height.
e. Acetate sheet may be used over window opening and copy type applied to same.
f. Lighting effects may be suggested by various means such as Christmas lights, flashlights, spot lights, etc.

Have class discuss, analyze, evaluate, and/or rate each others designs in terms of construction techniques, design conception, coordination of decor and fashions, expression of merchandise, use of copy line, lighting techniques, and neatness of articulation.

3. If merchandise display fixtures and space are available or obtainable, have student teams plan and execute one type of an actual fashion display of their choice. Have class analyze, discuss, and evaluate for selling effectiveness of the theme, the composition and arrangement, the expression of merchandise features, the coordination of the decor to the fashions featured, the descriptive sign, and the neatness of articulation. To the degree that it is possible, arrange for students to work with a store display person in executing a fashion display.

Suggested Evaluation

Evaluation may be based on evidence of the students' ability to:

1. Explain the purposes of display as a visual merchandising medium.
2. Identify a given number of different types of retail store displays.
3. Explain and/or illustrate a given number of basic design principles and elements.
4. Identify and distinguish between the physical elements in the arrangement of a display.
5. Demonstrate their understanding of display design, elements and considerations in their execution of their two- or three-dimensional display collage designs of Module V.

Teaching Resources

TEXTS AND REFERENCES

Bevlin, M. *Design through Discovery*
Hayett, W. *Display and Exhibit Handbook*
Payne, G. *Creative Display*
Pegler, M. *Show and Sell*
Rowe, F. *Display Fundamentals*
Samson, H. *Advertising and Displaying Merchandise*

PERIODICALS

Display World

INSTRUCTIONAL SUPPLIES

- Illustration boards for design collages (20" x 15" and 20" x 30")
- Background area paper
- Decorative background papers (as described in Module V)
- Miscellaneous background materials (see Module V)
- Scissors
- Mat knives
- Rubber cement
- Acetate sheets
- Transfer type
- Rulers and T-squares
- Mannequins
- Display fixtures and forms
- Resources for display supplies and catalogs:
  - Bayside Timers, Inc., 43-69 162nd St., Flushing, N.Y. 11358
  - Bliss Display Co., 37-21 32nd St., Long Island City, New York 11102
  - Sylvestri Art Mfg. Co., 1147 W. Ohio St., Chicago, Ill. 60600

FASHION BUYING AND MERCHANDISING

Prerequisites: *Introduction to Fashion Marketing; Elements and Coordination of Fashion; Retail Fashion Merchandise Planning and Control; Basic Textiles; Furs and Leathers*

Suggested Hours: 60

Behavioral Objectives

This area of instruction should enable students to:

1. Understand the retail buying function and its relation to other functional activities in retail institutions.
2. Know the similarities and differences of the buyers' responsibilities in departmentalized stores, centralized chain offices, and resident buying offices.
3. Be familiar with the staff departments that service and support the buying function.
4. Understand the merchandising techniques and informational sources that are used in determining what and how much to buy.
5. Know the criteria that are used in the selection of resources.
6. Be familiar with the practices and procedures of placing and writing orders for merchandise.
7. Recognize the responsibilities of buyers for selling and sales promotion activities.
8. Recognize the career opportunities in different types of fashion buying organizations.

Instructional Guidelines

The maxim "Goods well bought are half sold" reveals the importance of the buying process in retail institutions. It is also of major importance to the fashion industry as a whole because it is the thousands of retail buyers who make the end-products of the industry available to the ultimate consumer, towards whom the entire fashion process is directed.

An understanding of the retail buying practices, procedures, activities, considerations, and techniques, that are the content of this area of instruction, is of paramount importance to merchandising students as well as to students in other occupational fields of the fashion industry. An insight into the techniques and concepts of large-scale retailers is also important for the merchandising students' career development as future potential owners of small stores or as future employees of large retailers.

Successful retail fashion buying is accomplished by the development of a fashion merchandising program appropriate to the consumer market and operating characteristics of a particular and individual retail organization. However, the same problems of how much, what kind, when, and from whom to buy are encountered by buyers of all types of organizations and the same basic buying principles are applicable to all.

Because the skills required of a fashion buyer involve judgment and concepts, it is recommended that "case problems" in buying and actual merchandise be utilized as much as possible to illustrate teaching points and strengthen learning experiences.

Teaching Modules

		Suggested Hours
I.	Introduction to the Buying Function	6
II.	Analysis of Buyers' Responsibilities	10
III.	Supporting Staff Services	6
IV.	Planning What and How Much to Buy	14
V.	Selection of Sources of Supply	7
VI.	Buying Procedures and Practices	7
VII.	Selling What is Bought	10
	Total Hours – – – –	60

I. INTRODUCTION TO THE BUYING FUNCTION

Teaching Content

A. Overview of the Buying Process

1. Determination of consumer targets (for whom)

2. Analysis and determination of consumer fashion demand
3. Planning and decisions
   a. How much to buy (quantitative)
   b. What to buy (qualitative)
   c. When to buy (timing)
   d. Profit considerations
4. Selection of resources (sources of supply)
5. Selection of merchandise
6. Negotiation of prices, terms of sale, shipping dates, and the like

B. Organization for Buying in Retail Stores
   1. Organization of the merchandising division
      a. Department and departmentalized specialty stores
      b. Chain and/or mail order stores
      c. Resident buying offices
   2. Structure of the merchandising division
      a. Divisions
      b. Departments (line and staff)
   3. Relation of merchandising division to other major divisions
      a. Sales promotion division
      b. Finance and control division
      c. Store management division
      d. Personnel division
   4. Classification of buyers based on type of organization
      a. Departmentalized stores (department and specialty)
      b. Centralized buying operations (chain and mail order)
      c. Resident (market representative) offices
      d. Small merchant

C. Buying as a Career
   1. Qualifications
      a. Personal
      b. Educational
      c. Work experience
   2. Advantages
   3. Limitations
   4. Current and future opportunities

Learning Experiences

1. Have student groups research and prepare a chart showing the organization of the merchandising division in a large department store, a chain organization, and a resident buying office.
2. Invite a buyer as a guest speaker to discuss the field of buying as a career.
3. Organize a student panel in which each type of buyer is represented. The student, playing the role of the chosen type of buyer, should research that type in regard to a career. Have the class direct all career questions about buying to these "experts". Act as moderator to clarify and amplify discussion points.

II. ANALYSIS OF BUYERS' RESPONSIBILITIES

Teaching Content

A. Differences in Responsibilities of Buyers
   1. Size of organization
   2. Type of organization
   3. Types and price lines of merchandise assortments

B. Common Knowledge for A. Buyers of Fashion Merchandise
   1. Product knowledge
      a. Value
      b. Quality
      c. Performance
      d. Construction
      e. Raw materials
      f. Production
   2. Fashion dynamics and principles
   3. Consumer knowledge
      a. Consumer targets
      b. Wants and needs
      c. Buying motives
      d. Demographics
      e. Psychographics
   4. Buying principles, techniques, and procedures
   5. Sources of supply
   6. Basic merchandising arithmetic
   7. Management goals and policies

C. The Buyer in the Small Retail Store
   1. "Total" merchant
   2. Has responsibility for all merchandising functions and activities

D. The Buyer in Department or Departmentalized Specialty Store
   1. Major responsibilities
      a. Performs the buying function for one or more than one department
      b. Prices and reprices individual items
      c. Maintains planned inventory assortments
      d. Handles and checks merchandise from receipt to sale
      e. Initiates and requests sales promotion activities
      f. Budgets and controls stock/sales relationship
      g. Supervises and participates in branch store merchandising (if any)

h. Supervises department
i. Has responsibility for profit

2. Career opportunities
   a. Advantages
   b. Disadvantages
   c. Future trends

E. The Buyer in Centralized Chain and/or Mail Organizations
1. Explanation of central buying
   a. Centralized activities
   b. Systems of supervision and control
2. Advantages and limitations of central buying
3. Methods of central buying
   a. Central merchandising (most common for fashion goods)
   c. Listing and/or price agreement (least common for fashion goods)
4. Comparison of methods
   a. Type of merchandise
   b. Responsibilities of buyers and store managers
   c. Advantages and limitations in use of each
5. Considerations in selection of method used
   a. Nature of merchandise
   b. Number of units served
   c. Volume of individual units
   d. Distance between units
   e. Costs of handling and expenses
6. Major responsibilities of central buyers
   a. Performs the buying function for one department or classification of merchandise
   b. Prices individual items
   c. Participates in central sales promotion activities
   d. Formulates seasonal budget
7. Career opportunities
   a. Advantages
   b. Disadvantages
   c. Future trends

F. The Buyer in Resident Buying Offices
1. Explanation of resident offices
   a. Function
   b. Location (merchandise centers)
2. Types of resident offices
   a. Independently-owned salary or fee offices
   b. Store-owned syndicate or corporate offices
   c. Store-owned associated or cooperative offices
   d. Store-owned private offices
   e. Independent merchandise brokers
   f. Commissionaires (foreign buying office)
3. Types of services performed by resident offices
   a. Evaluates market offerings for price, fashion and quality
   b. Evaluates resources and supply conditions
   c. Places orders upon request
   d. Helps in detecting fashion trends
   e. Suggests retail prices
   f. Suggests promotions
   g. Follows up deliveries
   h. Registers complaints and handles adjustments
   i. Prepares for store buyer's market trips
   j. Exchanges information and ideas
   k. Presents seasonal fashion clinics to store buyers on their market trips
   l. Secures special prices through group buying
   m. Reports on development in wholesale markets
   n. Provides office space and clerical help for visiting buyers
   o. Accompanies buyers to market upon request
   q. Publishes arrivals of out-of-town buyers
   r. Provides services, e.g., hotel accomodations
   s. Provides foreign buying services.
4. Major responsibilities of resident buyers
   a. Assists store buyers in buying function
   b. Obtains price and service concessions
   c. Reports market information
5. Career opportunities in resident offices
   a. Advantages
   b. Limitations
   c. Future trends

G. The Assistant Buyer
1. Duties and responsibilities
2. Activities

H. Comparison and Evaluation of Department, Central and Resident Buyers
1. Job responsibilities
2. Necessary fashion skills
3. Application of fashion principles
4. Merchandising techniques
5. Career opportunities and qualifications
6. Industry needs

Learning Experiences

1. Arrange to have as a guest speaker a buyer from a local store who informally describes the role of the buyer in the distribution of fashion goods, so that the students may have a "live" exposure to the many aspects of the buyer's job.
2. Have students observe a particular department in local stores and list the activities in which the buyer was visibly involved.
3. Bring into class examples of resident buyer's bulletins that are sent to store buyers. Have each student select a particular message and create a resident bulletin. Have students exchange bulletins and discuss and evaluate the message and presentation.

4. Have students draw up a job specification with a check list of responsibilities for an assistant buyer in a department store, central buying office, and a resident office.
5. Organize a field trip to a local distribution center of a chain organization and/or show *"A Career in Fashion Distribution"* and *"A Career in Retail Buying"*, and have students classify the merchandising activities that they see or hear discussed.

III. SUPPORTING STAFF SERVICES

Teaching Content

A. General Function of Staff Departments
   1. Information to buyers
   2. Facilitation of merchandising activities
   3. Advisory

B. Types of Staff Department
   1. Comparison office
   2. Fashion office
   3. Unit control office
   4. Bureau of Standards and/or Testing
   5. Research office

C. Relationship to Merchandising Division
   1. Indirect authority
   2. Direct authority

D. Specific Function and Responsibilities
   1. Comparison office
   2. Fashion office
   3. Unit control office
   4. Bureau of Standards/or Testing
   5. Research office

E. Comparison of Activities
   1. Departmentalized stores (department and specialty)
   2. Chain organizations
   3. Resident offices

Learning Experiences

1. Have students assume the role of a comparison shopper for a particular store and select a category of merchandise that they will shop for price, breadth and depth of assortment, and manner of display. Have students "comparison shop" a minimum of three stores that carry the identical or similar merchandise, and present a report of their comparative observations. Discuss student findings in class and have class come to conclusions on the function and merchandising help of a comparison office.
2. Have students interview small retailers to determine how and if they perform, or have performed for them, the functions of the major staff departments found in larger organizations.
3. Have each student clip a different advertisement from a local newspaper, shop the department that featured the advertised merchandise, and write a shopping report that contains information that might be beneficial to the buyer of that department.
4. Have students write a fashion report that a store's fashion office might send to the buyer of a particular department. Have class evaluate reports.
5. Present to the class the following "case problem" as an example of how a buyer might make use of information by staff departments:

   "A store's buying office informs the store buyer that a foreign resource is making available for general distribution a complete line of ski sweaters. This brand of sweaters has formerly been sold in the United States by boutiques and small specialty stores on an exclusive distribution basis. One of the local boutique shops has stocked this line. The buying office is now suggesting and requesting a firm commitment by the stores for large quantities to be placed immediately, for delivery the following season. Which staff departments should the buyer contact for information, what information should he/she request, and how might this information aid his/her buying decisions?"

IV. PLANNING HOW MUCH AND WHAT TO BUY

Teaching Content

A. Seasonal Dollar Planning
   1. Six month dollar plan
      a. Objectives
      b. Factors planned
      c. Procedures
   2. Responsibilities
      a. Divisional merchandise manager
      b. Buyer
      c. Control division
   3. Relationships
      a. Timing of purchases
      b. Profit
      c. Revisions of plan
   4. Importance of planning
      a. Store management
      b. Department buyer
   5. Open-to-buy control procedures
      a. Importance in fashion merchandising
      b. Implication for buyer

B. Merchandise Assortment Planning (Qualitative Planning)
   1. Merchandise plan by units
      a. Objective
      b. Factors planned
      c. Procedures
   2. Considerations in assortment planning
      a. Merchandising policies of store
      b. Consumer targets
      c. Repeated buying patterns of consumers
      d. Dates of influencing holidays and special events
   3. Maintenance of balanced assortments
      a. Current "hot" items
      b. Basic stock assortments
   4. Variations in stock assortments
      a. Beginning of selling season
      b. Peak of selling season
      c. End of selling season

C. Prediction of Consumer Demands and Fashion Trends
   1. Research sources of information within the store
      a. Salespeople
      b. Informal floor contact and observation
      c. Past and present sales (unit control)
      d. Want slips
      e. Trends in related departments
      f. Customer surveys
      g. Customer panels
   2. Research sources of information outside the store
      a. Resident offices
      b. Advisory fashion consultants
      c. Fashion magazines
      d. Trade papers
      e. Information from resources
      f. Data from competing and non-competing stores
      g. Newspapers
      h. Movies and television
      i. "Life-styles"
   3. Unit control records
      a. Methods of unit control
         1) Perpetual
         2) Physical
      b. Determination of method
         1) Nature of merchandise
         2) Amount and kind of information required
      c. Factual sales data
         1) "Best" sellers
         2) Slow sellers
         3) Customer preferences in size, color, classification, price lines, and materials
         4) Preferred resources
         5) Stock-sales relationships
         6) Fashion trends
      d. Interpretation of current and past sales data
      e. Developments in electronic data processing
   4. Application of fashion principles
      a. Position of store on fashion cycle
      b. Time intervals
      c. Nature of fashion changes
      d. Influences which inspire demand
      e. Principles pertaining to acceptance, movement, and timing
      f. Current fashion movements
   5. Evaluation, interpretation, and application of research information
      a. Discovery and determination of early fashion trends
      b. Experimentation with small quantities of goods

Learning Experiences

1. Have students research the standard industry performance of typical department store monthly sales distributions stated by percentage in *Merchandising and Operating Results,* published annually by National Retail Merchant's Association. Have students then graph each month's percentage of annual sales in order for them to visualize a typical monthly sales pattern of large department stores. Then have students select several different types of apparel departments and compare their peak and low sales periods to that of the entire store's. Discuss reasons for these differences.
2. Have students duplicate the research activity of the above, substituting the stock distributions for sales distributions, and discuss the causes of variations.
3. Lead a class discussion on the reasons and need to budget stocks in relation to proposed sales.
4. To illustrate and apply the concepts and techniques of assortment planning, have the students prepare a stock assortment and discuss the reasons for their decisions in the following "case situation":

   "They are the buyer for a teen dress department of a large volume department store. The store is opening a new branch early in August. The new site chosen is composed of high middle to high income groups, and borders on an average income community. The families are mainly typical young to early middle-aged

couples with approximately two school children per family".

5. To gain greater insight into seasonal dollar budgeting and to the decisions buyers make, present the following "case situation" for class discussion of the reasons for using last year's performance when projecting goals for the following season:

   "You, the sweater buyer, are preparing your six month plan for the fall period. Your store is planning an overall 5% increase in sales. For October, the store is planning a big storewide 50th Year anniversary sale, and there will be additional and continuing advertising for the entire month. The promotional concentration will be on individual department ads. Economists have predicted continuing sluggish retail sales for the first quarter of the season under consideration. Your sportswear department was enlarged in the summer, and now features an entire collection of Italian knit separates. You have secured an additional counter on the Budget Ready-to-Wear floor where you plan to stock sweaters to retail from $5 to $15. You have already bought and intend to promote a new group of Boutique imported sweaters for evening and cocktail wear. Your performance of last year for this period was:

Six month total sales volume	$750,000
Markup	48.3%
Markdowns	7.5%
Turnover rate	5.5

   What, if any, changes will you make when estimating your figures, and why?"

6. Have students shop one apparel department in a local store and, by observation, estimate and report the percentages carried in stock for each of the following factors: (a) sizes within each size range; (b) price lines within each price range; (c) colors; (d) classifications; (e) materials. For each of the five factors have student make a breakdown by percentage (e.g., 30% green, 20% blue, 10% white, 5% beige, 20% yellow, totaling 100%). Use student reports on their findings to discuss the planning for consumer preferences and the factors that may have influenced the buyer in achieving the assortment carried.
7. Have each student select a particular category of apparel and research a new fashion trend in the merchandise category they chose. Have students report on their category and the research sources of information that they used to determine the trend.
8. Collect examples of different types of industry information used as sources of information in determining what to buy. Present examples to class and have class evaluate the use of each to a buyer.
9. Organize a field trip to a large, local department store to have students observe its methods and procedures of unit control.
10. Have students interview small retailers to determine if and what records they maintain as a guide in deciding what to buy.
11. Have students identify and discuss the special problems they, as customers, have encountered in purchasing fashion merchandise and give specific examples. Have them suggest possible solutions to the problems.
12. Have students plan a unit control system for a school store, or for an imaginary store, and give reasons for the method they are suggesting.

V. SELECTION OF SOURCES OF SUPPLY

Teaching Content

A. Methods of Obtaining Merchandise
   1. Market visits
   2. Visiting salesmen
   3. Resident offices
   4. Regional trade shows

B. Market Locations
   1. Domestic
   2. Foreign

C. Types of Suppliers
   1. Manufacturers
   2. Wholesalers
   3. Importers
   4. Exporters

D. Domestic Manufacturers as a Source of Supply
   1. Prevalence in apparel products
   2. Advantages
      a. Breadth of offerings
      b. Faster delivery on new merchandise
      c. Exclusivity arrangements
      d. Cooperative advertising arrangements
      e. Specification buying
   3. Limitations

E. Domestic Wholesalers as a Source of Supply
   1. Advantages
      a. Immediate deliveries
      b. Purchases in small quantities
      c. Wide assortments
      d. Liberal credit terms
   2. Limitations

F. Foreign Markets as a Source of Supply

1. Considerations favoring purchase of imported goods
   a. Possibilities of higher markups
   b. Prestige value
   c. Procurement of merchandise not available in domestic markets
   d. Greater possibility for exclusives
2. Methods of obtaining imports
   a. Domestic wholesale importers
   b. Exporter with offices in U.S.A.
   c. Resident buying office
      1) Domestic foreign office
      2) Foreign offices
   d. Buyer's visit to foreign markets
      1) Manufacturers
      2) Exporters
3. Importers as a source of supply
   a. Advantages
   b. Limitations
4. Direct importing
   a. Advantages
   b. Limitations
5. Current practices and future trends

G. Selection of Resources
1. Sources of information
   a. Past experience
   b. Resident buying office affiliation
   c. Visiting salesmen
   d. Competing stores
   e. Reporting services
   f. Buyers of other stores
   g. Market visits
   h. Trade advertising
   i. Trade directories
   j. Fashion magazines
   k. Consultant advisory services
2. Considerations in selection of resources
   a. Suitability of merchandise for customer group
   b. Distinctiveness of merchandise
   c. Timing of shipments
   d. Branded products versus private label products
   e. Specification needs
   f. Fashion leadership
   g. Exclusivity arrangements
   h. Retail price maintenance
   i. Productivity and output
   j. Breadth of assortment
   k. Dependability of quality and deliveries
   l. Selling aids
   m. Prices and terms
3. Major resource considerations for fashion buying
   a. Fashion leadership
   b. Adaptation of styles to prices required
   c. Exclusivity arrangements
   d. Suitability of fashions for customer group
   e. Distinctiveness of merchandise
   f. Timing of shipments
   g. Dependability of quality and deliveries

H. Classification of Resources
1. Preferred or key resources
2. Item resources
3. Classification resources
4. Tertiary resources

I. Concentration of Resources
1. Advantages and benefits
2. Disadvantages

J. Buyer's Responsibilities for Resources
1. Selection of resources
2. Rating of resources
3. Development of key resources

Learning Experiences

1. Have students wear or bring into class one imported apparel or accessory item. In class, have students state reason for purchasing the item. Lead a class discussion on whether the buyer's reasons for buying imported merchandise are the same as that of the consumers.
2. Have students study the fashion floor of a local store and approximate the percentage of imported stock in each department or merchandise category. Discuss in class the reasons for store buyers buying imported merchandise.
3. Have one or more students research the federal regulations that are imposed on imports. Discuss the effect of these regulations on the consumer and the American manufacturers.
4. Have students select a category of apparel merchandise and list the sources of information that they would use to obtain information on where it is available for purchase.
5. Have students select an item, identify a specific store, and list the considerations that may influence the selection of a specific resource by the buyer. Discuss the importance of each factor.

VI. BUYING PROCEDURES AND PRACTICES

Teaching Content

A. Market Procedures and Techniques
1. Importance of market coverage
   a. Market openings
   b. Continuous market coverage

2. Market opening practices
   a. Resident office consulations
   b. Thorough coverage of market
   c. Preliminary "shopping" of all lines
   d. Notation of merchandise seen and resources visited
   e. Evaluation of merchandise noted
   f. Classification of assortments
      1) Regular stock
      2) Special purpose stock
      3) Special promotions
   g. Return to specific resources
   h. Writing of initial seasonal orders

B. Procurement of Advantageous Prices
   1. Comparison of prices and quotations of offerings seen
   2. Eligibility for discounts
   3. Procurement of best credit and shipping terms
   4. Eligibility for reduced costs of merchandise
   5. Determination of paid vendor services

C. Specialized Buying Arrangements
   1. Types
      a. Memorandum buying
      b. Consignment buying
      c. Special promotion buying
      d. Job-lot buying
   2. Advantages and limitations of each type
   3. Techniques or arrangements

D. Timing of Orders
   1. Importance
   2. Relationships and considerations
      a. Market openings
      b. Six month merchandise plan
      c. Current items versus basic stocks
      d. Market conditions
      e. General business conditions
      f. Distance from markets
      g. Store policies
      h. "Hand-to-mouth" buying policies

E. Writing or Orders
   1. Procedures
      a. Confirmation on store order forms
      b. Authorization of orders by merchandise manager
      c. Information required on orders
      d. Mechanics of writing orders
      e. Disposition of order forms
   2. Importance of order form
      a. Legal contract
      b. Record of outstanding orders
      c. Maintenance of perpetual open-to-buy
      d. Cancellations
   3. Follow-up of orders written
   4. Checking of orders
      a. Merchandise received
      b. Merchandise outstanding

F. Ethics of Vendor Relationships
   1. Significance of relationships
      a. Buyer
      b. Vendor
   2. Objectionable practices
      a. Buyer
      b. Vendor
   3. Unethical practices
      a. Buyer
      b. Vendor
   4. Illegal practices
      a. Buyer
      b. Vendor

Learning Experiences

1. Secure examples of typical order confirmation forms used by stores. Give class an order and have students write it. Discuss effective and correct writing of order.
2. List different categories of apparel and accessories and lead a class discussion on the differences in frequency of placing orders for each category, and the reasons for the differences.
3. Have the class research and determine the types of goods for which consignment and/or memorandum buying are common practices. Discuss with class if and how this practice affects the merchandising of this item.
4. Have students interview five people from various occupational fields and solicit their reactions to the acceptance of Christmas gifts by buyers from vendors. Discuss student findings in class as they pertain to buying ethics.
5. From a newspaper advertisement, have students try to determine whether the merchandise featured is "special promotion" buying. Have students shop the store that features the merchandise, and report on the characteristics of the merchandise featured.

VII. SELLING WHAT IS BOUGHT

Teaching Content

A. Buyers' Responsibilities for Personal Selling
   1. Departmentalized stores
      a. Requests for salespeople
      b. Training
      c. Merchandise information to salespeople and/or sales manager
      d. Possible personal selling responsibilities (store policies)
   2. Centralized chain offices

a. Merchandise selling information to sales managers
b. Merchandise selling information to training managers

B. Buyers' Responsibilities for Advertising
1. Departmentalized stores (department and specialty)
a. Determination and selection of merchandise to be advertised
b. Requests for advertising space, media, and dates
c. Requests for advertising budgets
d. Arrangements for vendor cooperative advertising
e. Samples and merchandise information to advertising department
f. Proofing and release of advertisements
g. Advertising information to salespeople and service managers
2. Centralized chain offices
a. Purchase of merchandise for advertising
b. Suggestions and/or requests for advertising
c. Samples and merchandise information to advertising departments
d. Merchandise information to sales managers

C. Buyers' Responsibilities for Display
1. Departmentalized stores (department and specialty)
a. Authorization of merchandise to be displayed
b. Suggestions and/or requests for displays (windows and interiors)
c. Purchase of displayed merchandise
d. Merchandise information for display signs
e. Inventory records of merchandise "borrowed" for display purposes
f. Determination and arrangement of departmental displays
g. Continual changing of departmental displays
2. Centralized chain offices
a. Purchase of merchandise for display purpose
b. Suggestions and/or requests for displays
c. Merchandise information to sales and/or display managers

D. Buyers' Responsibilities for Publicity
1. Departmentalized stores
a. Purchase of merchandise to be publicized
b. Merchandise information to publicity department.
c. Arrangements for editorial credits in publications
d. Procurement of publicity photographs from vendors
e. Publicity information to salespeople and/or sales managers
2. Centralized chain offices
a. Purchase of publicized merchandise
b. Merchandise information to publicity department

E. Buyers' Responsibilities for Fashion Shows
1. Departmentalized stores
a. Variations in responsibilities for production of shows (e.g. fashion coordinators, publicity offices, "outside" specialists)
b. Purchase of merchandise for shows
c. Merchandise information to show producer
d. Information about merchandise featured to salespeople or sales managers
2. Centralized chain offices
a. Purchase of merchandise for shows
b. Merchandise information to sales managers and/or show producer

F. Considerations in Sales Promotion Activities
1. Store policies
2. Fashion developments and trends
3. Budgets
4. Seasonal considerations and selling cycles
a. Beginning of season
b. Peak of season
c. End of season

Learning Experiences

1. Have each student identify an item to be advertised and be responsible, as the buyers, for the advertised item from its original selection to the final production of the advertisement. Have "student-buyers" report on the reason(s) for their selection, the techniques and procedures they would follow in purchasing the item, and the activities for which they, as buyers, would be responsible in the implementation and execution of the advertisement.
2. Have each student, acting as a store buyer or assistant buyer, select an appropriate topic for a department sales meeting, plan the meeting, and present their plan. Depending upon time, have each or some students conduct their planned meetings for an evaluation by the class of its effectiveness.
3. Select specific dates or seasons of the year and assign them to students for their selection of merchandise promotions for a department of their choice, at the given time. Have class discuss the appropriateness and suitability of the merchandise and sales promotion activities for the given time.

4. Have student teams plan and execute a departmental display for a department of their choice. This student activity can either be done with three dimensional collages, mock-ups, and/or actual merchandise and display props obtained or improvised by the students. Have class discuss and evaluate the "merchandise" selected and featured in terms of achieving the purpose of display.

Suggested Evaluation

Evaluation may be based on evidence of the students ability to:

1. Explain and analyze the buying function.
2. Distinguish between buyers' responsibilities in departmentalized stores, centralized chain offices, and resident buying offices.
3. Identify the staff departments that assist buyers, and explain the specific function and value of one or more of them.
4. Demonstrate their understanding of the merchandising techniques and value of seasonal dollar plans and unit control systems.
5. Identify a given number of research sources of information used by buyers to anticipate consumer demand.
6. Distinguish between wholesalers and manufacturers as sources of supply for fashion merchandise, and identify major factors to be considered in the selection of sources of supply.
7. Explain one or more buying practices and considerations relating to market coverage, special buying arrangements, timing of orders, or writing of orders.
8. Distinguish between the buyers' responsibilities and the responsibilities of advertising and display departments for merchandise displays and departmental advertisements in departmentalized stores.
9. Identify, define or briefly explain a given list of buying terminology.
10. Demonstrate their understanding of career opportunities in buying.

Teaching Resources

TEXTS AND REFERENCES

Judelle, B. *The Fashion Buyers Job*
National Retail Merchants Assoc. *The Buyers Manual*
Troxell M. and B. Judelle. *Fashion Merchandising*
Wingate, J. and J. Friedlander. *The Management of Retail Buying*

PERIODICALS

Boutique
Clothes
Daily News Record
Men's Wear
Stores Magazine
Women's Wear Daily

FASHION PERIODICALS

Esquire
Glamour
Gentleman's Quarterly
Harper's Bazaar
Mademoiselle
Seventeen
Vogue

AUDIOVISUAL AIDS

A Career in Retail Buying, 6 min. filmstrip with record
J. C. Penney Co., Educational and Consumer Relations, 1301 Ave. of Americas, New York, N.Y. 10019

A Career in Fashion Distributiom, 6 min. filmstrip with record
J. C. Penney Co., Educational and Consumer Relations, 1301 Ave. of Americas, New York, N.Y. 10019

INSTRUCTIONAL SUPPLIES

- Resident buying bulletins
- Store order and cancellation forms
- Current articles on all phases of merchandising fashion products
- Request for Advertising and Sign Requisition forms
- Open-to-buy and unit control forms
- 6 months planning forms
- Manufacturer's samples of an apparel or accessory line
- *Merchandise and Operating Results*, published annually by the National Retail Merchant's Association, 100 West 31st Street, New York, N.Y. 10001
- Mimeographed copies of buying "case problems"

FASHION SALES PROMOTION

Prerequisites: *Basic Textiles; Introduction to Fashion Marketing; Elements and Coordination of Fashion; Furs and Leathers*

Suggested Hours: 45

Behavioral Objectives

This area of instruction should enable students to:

1. Know the different types of fashion sales promotion activities, and recognize their importance as a sales producing force in fashion merchandising.
2. Understand the advertising techniques, practices, and procedures employed in large retail stores, and be able to evaluate the selling appeals of fashion advertisements.
3. Know the different types of fashion display and how to use them effectively for the promotion of fashion products.
4. Recognize the different objectives of different types of fashion shows, and know the necessary procedures and elements for their success as a promotional activity.
5. Understand the nature of special events promotional activities and their application to the promotion of fashion.
6. Be familiar with the nature and use of fashion publicity.

Instructional Guidelines

Sales promotion, as covered in this area of instruction, embraces the *impersonal* activities and techniques that are designed to sell fashion merchandise profitably. The importance of these activities for merchandising cannot be overstated. Efforts to promote the sale of goods are significant not only to the retailer, but also to the consumer.

Efficient and successful promotional efforts are achieved through the coordination of the various activities employed within the organization. Students will study the objectives and characteristics of each major activity; the techniques, practices, and operations necessary to produce the particular activity; the responsibilities of those concerned in sales promotion decisions and implementations; and how to select fashion goods for promotion. Though the emphasis is on advertising, display, and fashion shows, publicity and special events activities are also included.

Since the results of sales promotion activities are visual in nature, it is recommended that all instruction, discussions, and learning experiences utilize this visual quality, and that there be a constant stress on visual communication with "live" illustrations to strengthen learning.

Teaching Modules

		Suggested Hours
I.	Introduction to Sales Promotion Activities	4
II.	Advertising	15
III.	Display (Visual Merchandising)	8
IV.	Fashion Shows	10
V.	Special Events Promotion and Publicity	8
	Total Hours – – – – – –	45

I. INTRODUCTION TO SALES PROMOTION ACTIVITIES

Teaching Content

A. Explanation of Sales Promotion

B. General Objectives for All Marketing Levels
   1. Sell a product, service and/or idea
   2. Build customer loyalty and goodwill
   3. Generate interest
   4. Disseminate information

C. Types of Sales Promotion Activities
   1. Advertising
   2. Display
   3. Publicity
   4. Fashion shows
   5. Special events

D. Major Activities in Merchandising Fashion Products
   1. Advertising and media
      a. Newspaper

b. Direct mail
c. Television and radio
d. Trade and consumer periodicals
e. Direct mail

2. Display (visual merchandising)
a. Interior
b. Window (retail level)
3. Fashion shows
4. Publicity

E. Organization and Responsibilities for Sales Promotion
1. Retailers
a. Buyers and merchandise managers (merchandising division)
b. Specialized sales promotion departments (sales promotion division)
c. Operating committees
2. Wholesalers and producers
a. Sales promotion or sales departments
b. Independent sales promotion agencies

F. Importance of Sales Promotion
1. Retailers
2. Producers
3. Consumers

Learning Experiences

1. Have students collect and mount different fashion advertisements, and identify the general objectives of sales promotion that each reflects.
2. Assign students to research and list all the advertising media available in the community, compare the frequency of their promotional use for different types and categories of apparel and accessories, and cite specific examples. For each type or category of merchandise, have the students analyze the consumer segment to which the media is appealing as, for example, a children's clothing ad in a newspaper appealing to mothers.
3. Draw or show an organizational chart of a typical large department store, and lead a class discussion on the relationship and interaction between the sales promotion division and the other major divisions of the store.
4. Have students do research on sales promotion activities in foreign countries, and report findings to the class for futher discussion.

II. ADVERTISING

Teaching Content

A. Definition of Advertising

B. Purpose

C. Types of Ads and Purpose of Each at Different Marketing Levels
1. Institutional advertisements (by retailers and producers)
a. Services
b. Policies
c. Facilities
d. Community activities
e. Personnel (e.g., designer names)
2. Product
a. Types of merchandise ads by retailers
b. Types of merchandise ads by producers

D. Responsibilities
1. Top management
a. Determination of management objectives
b. Determination of the firm's advertising policies
2. Merchandising division
a. Determination and selection of merchandise
b. Accountability for profit
3. Advertising department or agencies
a. Coordination of advertising
b. Execution of advertisements

E. Advertising Media
1. Types
a. Newspapers (trade and consumer)
b. Magazines (trade and consumer)
c. Direct mail
d. Radio
e. Television
f. Billboards
2. Distinguishing characteristics and usage
3. Comparisons of each type
a. Advantages for selling fashion merchandise
b. Limitations for selling fashion merchandise
4. Criteria for selection
a. Type of customer
b. Type of business
c. Characteristics of product
d. Nature of product
e. Appropriateness of medium
f. Location of business
g. Location of audience
5. Evaluation and significance
a. Retailers
b. Manufacturers
c. Raw material producers

F. Retail Procedure for Advertising Plans and Budgets
1. Six month advance planning
a. Budgets
b. Schedules
c. Media

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2. Monthly advertising plans
   a. Plans and requests for product ads by departmental buyers (merchandise, dates, medium, size, costs)
   b. Coordination of divisional plans and requests by merchandise managers
   c. Coordination of total store plans by sales promotion director
3. Weekly revisions

G. Selection of Fashion Merchandise for Retail Advertising
1. Criteria and considerations
   a. Sales potential
   b. News value
   c. Photogenic qualities
   d. Store's position on fashion cycle
   e. Inventory for advertisement
   f. Profitability
2. Buyer's objectives and considerations
   a. Projection of department's fashion personality
   b. Projection of store's fashion personality
   c. Sale of a particular item
   d. Dissemination of fashion information
   e. Clearance of stocks
3. Advertising appeals
   a. Prestige and status
   b. Newness of color, materials, silhouette
   c. Individuality
   d. Fit
   e. Comfort
   f. Sex appeal
   g. Value
   h. Quality
   i. Vanity
   j. Distinctiveness
4. Approaches
   a. Emotional
   b. Rational
   c. Emotional and rational
   d. Application in various types of fashion goods
5. Reflection of merchandising policies
   a. Fashion "firsts"
   b. Timing
   c. Pricing of goods
6. Variations in appeals and objectives
   a. Stage of selling season
   b. Position of merchandise on fashion cycle
   c. Buyer's objective in merchandise selection
7. Relationships and evaluation
   a. Buyer's objective
   b. Appeal
   c. Approach
   d. Timing
8. Responsibilities
   a. Buyer
   b. Advertising department

H. Elements of Advertisements
1. Copy
2. Art Work
3. White space
   a. Layout
   b. Production

I. Procedure in Retail Advertising Production
1. Buyer's advertising request form
   a. Purpose and importance
   b. Content and information
2. Comparison office shopping
   a. Purpose
   b. Importance
3. Production
   a. Copy writing
   b. Layout
   c. Printing procedure
4. Final release
   a. Tear sheet
   b. Buyer's final approval
5. Buyer's evaluation of advertising results

J. Effective Advertising
1. Criteria
   a. Evidence of main idea
   b. Continuous
   c. Identifiable
   d. Visualization of copy
   e. Simplicity for clarity
2. Buyer's contribution
   a. Selection of timely, salable merchandise
   b. Communication of complete and accurate merchandise information to advertising department
   c. Information to sales personnel
   d. Display of advertised merchandise
   e. Measurement of ad results
3. Relationships
   a. Characteristics of individual ads
   b. Advertising program

K. Cooperative Advertising
1. Definition
2. Procedures and practices
3. Benefits and limitations
   a. Retailer
   b. Manufacturer
4. Federal laws pertaining to cooperative advertising

L. Dealer Advertising Aids
1. Direct mail tie-ins

a. Bill enclosures
b. Catalogues
2. Newspaper ad mats
3. Radio and television tie-ins

Learning Experiences

1. Have students collect, mount, and label examples of various media used in advertising, and compare the media collected in terms of effectiveness as a means of selling fashion merchandise.
2. Assign students to bring into class examples of fashion advertisements by a retailer, an apparel or accessory producer, and a producer of fabrics or leathers. Discuss and analyze with the class the "total" effectiveness of each in relation to copy, art work, and layout.
3. Have students collect examples of institutional ads and product ads, and identify the type of appeal in each. Lead a class discussion to evaluate the approach in each ad in terms of its appeal.
4. Have students collect examples of different types of retail fashion advertising, and identify each type.
5. Organize a field trip to the advertising department of a large local store to observe the actual production of advertisements. Have an advertising representative discuss the relationship of the buyers to the advertising department.
6. Select what in your opinion is a "poor" ad and a very effective ad for presentation to the class. Have class discuss and evaluate each one in relation to the characteristics of effective advertising.
7. Have one or more student committees select, for class presentation, examples of fashion merchandise to be advertised and give their ideas on where (media), and when (dates) it should be advertised. Have class evaluate the merchandise selected, the media chosen, and the timing.
8. Select three significant dates in fashion retailing and have students suggest merchandise to be used for advertisements on the specified dates. Have class discuss the suggested merchandise in relation to its appropriateness for the dates given.
9. Obtain from a large local store copies of typical *Advertising Request* forms for student distribution and completion by the students. Show students a merchandise item and have them fill out the form. Read the completed forms to the class for their evaluation of the information submitted.
10. Have each student write an ad for the item used in #9, and identify the media in which it is to appear and the sponsor of the ad. Have class evaluate each other's ads in terms of appeals, approaches, and the audience to which it is directed.

III. DISPLAY (VISUAL MERCHANDISING

Teaching Content

A. Use of Display
1. Producers and wholesalers
a. Showroom displays
b. Dealer display aids
2. Retailers
a. Interior displays
b. Window displays
c. Remote displays

B. Characteristics of Effective Display
1. Distinctiveness
2. Appropriateness
a. To firm
b. To merchandise
3. Descriptive signs
4. Dominant theme
5. Neat, clean appearance
6. Merchandise in action or use
7. Frequent changes
8. Timeliness

C. Types of Retail Store Displays
1. Interior
a. Showcase
b. Counter
c. Wall
d. Ledge
e. Island
f. Aisle
2. Window
a. Single category displays
b. Related displays
c. Series displays
d. "Open" or "see through" windows

D. Elements of Display
1. Merchandise
2. Props
a. Functional
b. Decorative
c. Structural
3. Backgrounds
4. Display materials
5. Design and color elements
a. Balance
b. Proportion and scale
c. Harmony
6. Lighting

E. Examples of Variations in Store Policies
1. Methods of assigning windows
2. Coordination of interior and window displays
3. Determination of costs

4. Coordination with other sales promotion activities
5. Prices and signs
6. Responsibility for departmental displays

F. Responsibilities for Display
1. Display department
   a. Procurement and maintenance of props
   b. Design of displays
   c. Execution and coordination of displays
2. Merchandise departments
   a. Requisition of departmental signs
   b. Copy writing of required signs
   c. Requisition for window space
   d. Selection of merchandise
   e. Requisition for departmental fixtures and props
   f. Inventory responsibility for merchandise displayed

G. Evaluation of Display as a Fashion Sales Promotion Activity
1. Display objectives and uses
   a. Introduction of new and important products
   b. Dramatization of merchandise
   c. Demonstration of merchandise in use
   d. Presentation of related merchandise
   e. Presentation of special themes or events
   f. Presentation of special merchandise offers
   g. Communication of information
   h. Arousal of attention and interest
   i. Creation of an environment
2. Relation of display to advertising
   a. Display versus advertising
   b. Display coordinated with advertising
   c. Limitations of display

H. Signs
1. Importance
2. Variations in store policy
   a. Usage
   b. Sizes
   c. Content
3. Uses
   a. Displays
   b. Merchandise stock fixtures

Learning Experiences

1. Have students "shop" and compare interior and window displays of different types of local stores, and prepare a critical analysis of their effectiveness in terms of their distinctiveness, appropriateness, theme, and their elements.
2. Have students select an advertisement by a local retail store and shop the store to see if the advertised merchandise is being displayed. In class, discuss the pros and cons of using displays as a separate sales promotion medium and/or as a supplement of newspaper advertising.
3. Have students list and discuss various kinds of merchandise that are sold more effectively through display than through advertising (e.g. jewelry).
4. Have students discuss their own reaction, as customers, to advertised versus displayed merchandise, and come to conclusions as to the selling effectiveness of each.
5. Have students select a current and important fashion "look" or item and:
   a. Shop one or more local stores and report on the types of display being used to present it.
   b. Create a type of display, of their choice, to feature this fashion, by means of a rough sketch, a mock-up, or a three-dimensional collage.
6. Have teams of students create a display of any type using actual merchandise and props. Students may obtain merchandise from their own wardrobes or form an apparel construction class in school; props can either be improvised or obtained from those available in the school. Emphasize to the students that the display elements of this learning experience are more important than the merchandise being displayed. Have class discuss and evaluate each others displays in terms of their distinctiveness, selling message, theme, balance, and ability to arouse interest.
7. Present a current fashion item or "look" to the class and have each student write a brief sign message about it for a 5" x 7" store sign. Have class evaluate each other's sign copy.

IV. FASHION SHOWS

Teaching Content

A. Importance of Shows
1. Introduces new lines and designs
2. Shows merchandise in use
3. Influences customers to buy
4. Stimulates publicity
5. Creates prestige and builds good will

B. Types of Shows
1. Formal
2. Informal

C. Responsibility for Presentation
1. Retail stores
   a. Fashion coordinator or director in large stores
   b. Independent fashion show specialists
2. Manufacturers
   a. Fashion coordinator

b. Independent specialists
3. Resident offices
   a. Fashion coordinators
   b. Independent specialists
4. Magazines
   a. Merchandising department
   b. Independent specialists

D. Purpose and Objectives
1. Sale of merchandise to consumers
   a. Sponsored by retailers
   b. Sponsored by manufacturers
2. Sale of merchandise to retailers
   a. Sponsored by manufacturers and designers
   b. Sponsored by fiber and fabric producers for apparel producers and retail buyers.
3. Presentation of fashion trends
   a. Sponsored by professional fashion groups for industry
   b. Sponsored by resident offices for clients
   c. Sponsored by magazines for trade or consumers
   d. Sponsored by trade associations for trade
4. Entertainments
   a. Sponsored by organizations for consumers
   b. Sponsored by stores for organization members
5. Release of news to press
   a. Sponsored by retailers
   b. Sponsored by manufacturers
   c. Sponsored by trade associations
6. Training of store personnel
   a. Sponsored by training department
   b. Sponsored by fashion office
7. Presentation of awards
   a. Sponsored by trade associations
   b. Sponsored by fashion professionals

E. Considerations in Methods and Techniques
1. Specific purpose and objective
2. Audience
3. Sponsor

F. Guide Lines for Effective Shows
1. Thoroughness of planning
   a. Procedures
   b. Division of responsibility
   c. Budget
2. Coordination
3. Relationship of audience to objectives

G. Elements of Formal Fashion Shows
1. Dominant theme
2. Coordinator
   a. Appoints staff
   b. Develops theme
   c. Discusses needed merchandise with buyer and/or department head
   d. Arranges time and place for fitting models
   e. Works closely with the accessories representative
   f. Keeps descriptive notes for commentary
   g. Makes merchandise and model sequence charts
   h. Arranges rehearsal
   i. Arranges for dressers
   j. Arranges for music
3. Audience
   a. Potential customers
   b. Proper size
4. Plan
   a. Date
   b. Place
   c. Length of show
   d. Theme
   e. Number of models
   f. Audience
   g. Merchandise to be shown
5. Appropriate merchandise for theme
6. Models
   a. Professional
   b. Former models
   c. Own employees
7. Budget
8. Dressing space
9. Commentary
10. Rehearsals
11. Promotion
   a. Posters
   b. Invitations or tickets
   c. Publicity

H. Evaluation of Fashion Shows as a Sales Promotion Activity
1. Limitations
2. Advantages and benefits

Learning Experiences

1. Have students discuss formal and informal shows that they, themselves, may have experienced, and give their personal opinions of them as a selling device for small and/or large retailers.
2. Invite a fashion coordinator as a guest speaker to describe to the class (a) his/her responsibilities in producing a show, and (b) the selling effectiveness of fashion shows.
3. Have students attend, if possible, a fashion show in the community to analyze and identify its sponsor, its audience, and the elements of the show. Have students discuss its selling effectiveness from the

viewpoint of the audience, and from their reaction as potential consumers.

4. Have student teams plan and present either an actual fashion show or create a complete written and visual plan for a fashion show. Have students identify a hypothetical type of sponsor, the audience for the show, and the purpose and specific objectives of the show. After the student teams present an actual show or a written and visual plan for the show that includes pictures and sequence of merchandise, written commentary and examples of invitations, have class discuss and evaluate its component parts, and its effectiveness as a selling activity for its hypothetical sponsor.

V. SPECIAL EVENTS PROMOTION AND PUBLICITY

Teaching Content

A. Types of Special Events
   1. Merchandise events
      a. Product display and exhibits
      b. Demonstrations and showings
      c. Schools and classes
   2. Institutional events
      a. Parades
      b. Celebrity visits
      c. Lectures
      d. Community service activities
      e. Consultants
         1) Bridal departments
         2) College shops
         3) Decorating services
   3. Free sampling
   4. Special sales inducements
      a. Premiums
      b. Import fairs
      c. Contests
      d. Give-a-ways
   5. Customer advisory boards
      a. Consumer panels
      b. Career boards
      c. College boards

B. Objectives of Special Events
   1. Influence the sale of merchandise
   2. Attract new customers
   3. Render public or community service
   4. Create attention and arouse interest

C. Applications to Fashion Merchandising
   1. Customer advisory boards
   2. Celebrity designer visits
   3. Consultant services
   4. Contests
   5. Classes (e.g., sewing)
   6. Import fairs

D. Responsibilities for Special Events
   1. Special events departments
   2. Fashion coordinators
   3. Buyers (e.g., designer visits)

E. Publicity
   1. Explanation of publicity
      a. Difference between advertising and publicity
      b. Difference between publicity and public relations
   2. Types of publicity
      a. Planned news
      b. Unplanned news
   3. Publicity media
      a. Newspapers
      b. Trade periodicals
      c. Consumer publications
      d. Television and radio
   4. Press releases
      a. Style
      b. Content
      c. Timing
      d. Objectivity of language
      e. Photographs
   5. Responsibility for publicity
      a. Buyers
      b. Fashion coordinators
      c. Publicity departments
      d. Independent publicity agencies
   6. Applications in fashion merchandising
      a. Editorial credits in fashion publications
      b. Fashion columns of newspapers
      c. Examples of news for fashion publicity

Learning Experiences

1. Organize teams of students to plan the details of a hypothetical Special Event fashion promotion for a producer or retailer. Have teams present their plan and/or their "event" to the class by means of a conference, demonstration or clinic, and have class evaluate its selling effectiveness.
2. Have students list local special event promotions that have occured within a given time. If possible have students analyze different events in terms of their type, objective, and selling effectiveness.
3. Bring into class examples of current fashion publicity appearing in magazines and/or local newspapers. Discuss with the students the differences between publicity messages and advertising messages appearing in the same media.

Suggested Evaluation

Evaluation may be based on evidence of the student's ability to:

1. Identify the various fashion sales promotion activities, explain the common general objectives of all, and distinguish between advertising, display, publicity, feature events, and fashion shows.
2. Explain the sequence of procedures and practices of large retail stores in planning and producing an ad.
3. Differentiate between the responsibilities of retail buyers and advertising departments for advertising.
4. Identify the elements and appeals of an actual advertisement.
5. Distinguish between a product ad and an institutional ad, evaluate the effectiveness of one or both, and name a given number of criteria for selecting the medium (or media) in which the ad(s) might be placed.
6. Distinguish between co-operative advertising and dealer advertising aids.
7. Identify a given number of different types of retail store displays, and their common display elements.
8. Identify the ingredients or elements of a formal fashion show and explain, by example, the interaction of the objective, the sponsor, the audience, and the type of show.
9. Suggest a particular special feature event that would be appropriate to fashion merchandising.

Teaching Resources

TEXTS AND REFERENCES

Brown, R. and C. Edwards. *Retail Advertising and Sales Promotion*

Collins, K. *Successful Store Advertising*

Corinth, K. *Fashion Showmanship*

Fitzgibbon, B. *Macy's, Gimbel's and Me*

Kleppner, O. *Advertising Procedures*

Rosenbloom, M. *How to Design Effective Store Advertising*

Winters, A. and S. Goodman. *Fashion Sales Promotion Handbook*

PERIODICALS

Advertising Age
Clothes Magazine
Daily News Record
Display World

AUDIOVISUAL AIDS

Advertising at Work, 23 min., 16mm film, color and sound
American Cyanamid Co., General Services Division, 30 Rockefeller Plaza, New York, N.Y. 10017

Display Round Up, 75 color slides with script
Fairchild Visuals, 7 E. 12th St., New York, N.Y. 10003

What Does Advertising Do, 13 min., color filmstrip, sound
Business Education Films, 5113 16th Ave., Brooklyn, New York 11219

Public Relations, 17 min., 16mm film, black and white, sound
Business Education Films, 5113 16th Ave., Brooklyn, New York 11219

INSTRUCTIONAL SUPPLIES

- Current newspapers, fashion magazines and trade periodicals (for advertisement and publicity features)
- Display fixtures
- Merchandise samples
- Retail sign requisition forms
- Retail advertising request forms

APPLIED MERCHANDISING

Prerequisites: *Fashion Buying and Merchandising; Fashion Sales Promotion; Retail Fashion Merchandise Planning and Control; Fashion Salesmanship*

Suggested Hours: 160

Behavioral Objectives

This area of instruction should enable students to:

1. Apply the retail merchandising knowledge acquired in prerequisite studies to an actual merchandising situation by "running a class store."
2. Deepen their understanding of merchandising and of merchandising-supporting activities and responsibilities.
3. Gain experience as a functioning member of a retail planning and implementing team.
4. Develop their competencies by "real life" experiences related directly and/or indirectly to retail merchandising.
5. Recognize the implications, effects, and consequences of merchandising activities in the marketing process.

Instructional Guidelines

This area of instruction is designed to develop the students' occupational competencies by giving them experiences and practice in "running a real-life store", and providing them with opportunities to apply the knowledge acquired in previous studies. The entire class, supervised and coordinated by the instructor, will participate in making the necessary decisions relating to merchandise assortments, store operations, organizational division of responsibilities, and implementation of decisions. Every student will also be involved in the various aspects of merchandising management, by means of complementary class discussions and evaluations of all activities, if not by direct responsibility for their implementation. It is suggested that the responsibilities of student teams be rotated to achieve as much experience as is feasible in the different marketing and merchandising activities exemplified in the running of a merchandising enterprise.

Ideally the merchandise to be bought and sold by fashion merchandising students should consist of apparel and/or accessories for men and women. If, however, resources for fashion products are not available in the school community or State, the merchandise alternatives suggested in Module I should be thoroughly considered before eliminating this merchandising laboratory student experience from the program.

The ideal time interval for the participation of any one class should be not less than half of the school year. Each class should be given the opportunity to have a complete experience from the initial planning of the store to the culmination and final evaluation. Records kept by previous classes can and should be used as a guide.

It is further recommended that the school advisory committee be apprised of the non-competitive objectives of this merchandising operation and that their advice and cooperation be enlisted for possible loans and/or donations of supplies and equipment, and for the names of possible suppliers.

Teaching Modules

	Suggested Hours
I. Initial Planning and Decisions	10
II. Analysis of Organization and Responsibilities	25
III. Preparation and Plans for Implementation	25
IV. Implementation	80
V. Culmination and Evaluation of Operations	20
Total Hours ———	160

I. INITIAL PLANNING AND DECISIONS

Teaching Content

A. Merchandise Considerations
   1. Possible alternatives

a. Home craft products
b. Merchandise from regional producers and jobbers
c. Flea market type of merchandise
d. Resale merchandise
e. Combination of above

2. Evaluation of alternatives
   a. Marketability
   b. Sources of supply
3. Depth and breadth of initial assortments
   a. Anticipated sales
   b. Availability of capital
   c. Possibility of credit
   d. Replenishment time

B. Operational Considerations
1. Store location
   a. Possible alternatives (classroom or school facility)
   b. Evaluation of alternatives
2. Store hours
   a. Staffing by class
   b. Class hours
   c. Free class hours
   d. Extra curricular hours
3. Layout
4. Fixtures
   a. Possible alternatives
      1) Improvised
      2) Donations
      3) Purchases
   b. Evaluation of alternatives

C. Financial Considerations
1. Initial investment capital available
2. Evaluation of credit possibilities
3. Profit or non-profit objectives

D. Organizational Considerations
1. Division of responsibilities by function
   a. Buying (procurement of merchandise)
   b. Personal selling
   c. Store operations
   d. Sales promotion
   e. Finance
2. Class organization
   a. Possible alternatives
      1) "Permanent" assignments
      2) Rotating assignments
   b. Evaluation of alternatives
3. Procedures for class organization
   a. Possible alternatives
      1) Choice by students
      2) "Drawing of lots"
      3) Assignments by instructor
   b. Evaluation of alternatives

E. Other Considerations
1. Policies
   a. Customer credit
   b. Customer returns
2. Store name

Learning Experiences

1. After explaining the objectives and rationale of this area of instruction, and advising students of the capital available (if any), present to the class the initial decisions to be made, and organize the class for group discussions. Direct groups to consider and evaluate feasible alternatives for merchandise, store location and hours, store policies, store organization, assignment of student responsibilities, etc. After each group reports its conclusions, evaluate in conjunction with the class at large, and arrive at initial decisions.
2. Assign each student to research and prepare, for the next class meeting, a detailed list of all the activities that will be required to run the class store and to classify them as buying, personal selling, sales promotion, store operations, and finance.

II. ANALYSIS OF ORGANIZATION AND RESPONSIBILITIES

Teaching Content

A. Buying Team and Responsibilities
1. Procurement of merchandise
   a. Initial assortments
   b. Replenishment of assortments
2. Determination of prices
   a. Initial retail prices
   b. Markdowns
3. Communication of merchandise information
   a. Personal selling team
   b. Sales promotion team
4. Requests for advertising, display, and publicity
5. Personal selling
6. Maintenance of merchandise inventory control by units
   a. Initial coded classification of merchandise
   b. Identification of all items
      1) Style numbers
      2) Classification code
      3) Cost and retail prices
      4) Sizes
   c. Continual recording of sales and stocks by units
      1) By style number and classification
      2) Daily or weekly sales

3) Weekly totals
4) Cumulative totals of classifications

B. Sales Promotion Team and Responsibilities
1. Advertising and publicity
a. Determination of media (e.g., school newspapers, posters etc.)
b. Preparation of advertising and publicity materials
1) Opening announcements
2) Continuing publicity
c. Maintenance of sales promotion diary and samples
2. Display
a. Improvisation of display and stock fixtures
b. Frequency of display changes
c. Maintenance of displays
d. Preparation of informational signs
3. Special events
a. Fashion shows
b. Demonstrations

C. Store Operations Team and Responsibilities
1. Determination, procurement and maintenance of supplies
a. Wrapping and packing
b. Pricing tickets
c. Sales checks or cash registers
2. Handling of merchandise
a. Receipt of merchandise and receipt records
b. Ticketing of merchandise
c. Protection of merchandise
3. Supervision of store operations
a. Opening and closing of store
b. Coverage by scheduled salespeople
c. Replacement of absentee salespeople
4. Physical maintenance

D. Finance Team
1. Handling of money (bank account and/or cash)
a. Collection of money from salespeople
b. Capital available from school
c. Payment of bills to suppliers
2. Establishment and maintenance of bookkeeping records
a. Record of all purchases (equipment, merchandise, and supplies)
b. Record of all operating expenses
c. Record of all sales
3. Preparation of periodic financial statements
a. Income from sales
b. Costs of merchandise
c. Operating expenses
d. Profit status

E. Personal Selling Team
1. Sales to customers
a. Recording of sales
b. Wrapping of merchandise
2. Service to customers
a. Exchanges
b. Complaints and adjustments
3. Care of stock
4. Merchandise information and suggestions to buyers
5. Inventory counts when requested

F. Class Recorder(s)
1. Written daily store diary for future classes
2. Visual records
a. Layout and fixtures
b. Examples of sales promotion
c. Illustrations of merchandise
3. Recording of class procedures
4. Minutes of class meetings

Learning Experiences

1. Organize student groups and have each group collate the list of classified activities that each student of the group was assigned to research and prepare. After one group has presented their finalized list, have other groups add possible omissions or changes in classification of activities and responsibilities. Call other possible omissions to the attention of the class, and finalize responsibilities and activities for each classification.
2. Organize class into teams according to classified divisions of responsibilities and by procedures previously decided in Module I.

III. PREPARATION AND PLANS FOR IMPLEMENTATION

Teaching Content

A. Establishment of Organization and Responsibilities
1. Division of responsibilities
a. What
b. Who
2. Detailed plans for implementation
a. What
b. How
c. When

B. Establishment of a Time and Action Calendar
1. Operation of the store
a. Initial opening
b. Culmination of store
2. Class meetings
a. Rotation of assignments (if any)
b. Periodic reviews
1) Progress reports
2) Evaluations

Learning Experiences

1. Under your supervision, have each team discuss, clarify, and confirm their responsibilities. Either in class, or for the next class meeting, have each team prepare a report for the class on the responsibilities they are assuming.
2. Have each team prepare a detailed plan for implementation of their responsibilities for the initial opening of the store, and include a time and action calendar.
3. In conjunction with the class, prepare a collated and coordinated time and action calendar for the opening of the store for reproduction and distribution to each student.
4. Review and evaluate implementation progress and, if necessary, revise responsibilities for opening of store.
5. Have teams give implementation progress reports to class, present problems, and solicit class suggestions or help for solution of problems.

IV. IMPLEMENTATION

Teaching Content

A. Running the Store

B. Merchandising Analysis
   1. Merchandise
      a. Qualitative analysis of current merchandise
      b. Quantitative analysis of open-to-buy position
      c. Suggestions for future merchandise and/or improvement
   2. Sales promotion activities
      a. Analysis of activities
      b. Suggestions for future activities and/or improvements
   3. Profit analysis
      a. Sales-to-date
      b. Costs of merchandise
      c. Operating expenses

C. Analysis of Sales-Supporting Activities
   1. Store operations
      a. Evaluation
      b. Problems
      c. Suggestions for improvement
   2. Finance operations
      a. Evaluation
      b. Problems
      c. Suggestions for improvement

Learning Experiences

1. "Running" the store.
2. Have each team prepare and present activity and progress reports for class analysis, evaluation, and constructive suggestions for improvement and solution of possible problems.
3. Have each student submit a brief weekly productivity report for instructor information and final evaluation.
4. Invite one or more practising retailers in the community to evaluate the class store, and discuss their observations and suggestions for improvement.

V. CULMINATION AND EVALUATION OF OPERATIONS

Teaching Content

A. Procedures for Termination of the Store
   1. Merchandising activities
      a. Sales promotion announcements of clearances
      b. Markdowns
      c. Selling
      d. Cumulative totals of unit control records
   2. Store operations
      a. Remarking of merchandise markdowns
      b. Physical disposal of remaining merchandise
      c. Physical disposal of fixtures
   3. Finance operations
      a. Payment of all outstanding bills
      b. Preparation of final profit and loss statements

B. Evaluation of "Running the Store"
   1. Merchandising (buying and selling)
   2. Finance
   3. Sales promotion activities
   4. Store operations

C. Evaluation of Class Procedures
   1. Initial planning
   2. Division of responsibilities
   3. Preparation for implementation

Learning Experiences

1. Several weeks before the final closing of the store, have each student team report to the class their plans for culminating their store activities and responsibilities. Have class at large suggest activities omitted.
2. After store has been closed, have each student team prepare and present a summarizing report and self-evaluation of their activities, for permanent class records and use by future classes.
3. Have students evaluate activities of all class teams, and include suggestions for future improvement of implementation.
4. Have students discuss and evaluate class procedures relating to initial planning, division and assignment of responsibilities, and preparations for implementation. Have students include constructive suggestions for improvement.

Suggested Evaluation

Evaluation may be based on evidence that demonstrates the students':

1. Fulfillment of responsibilities assigned and/or assumed.
2. Initiative in store activities and participation.
3. Productivity as reported in weekly productivity reports.
4. Ability to identify and differentiate between merchandising activities and responsibilities, and sales supporting activities and operations.
5. Constructive, explicit, and feasible suggestions for the improvement of one or more aspects of the store operation as a whole.

Teaching Resources

TEXTS AND REFERENCES

Gillespie, K. and J. Hecht. *Retail Business Management*
National Retail Merchants Assoc. *The Buyers Manual*
Wingate, J. and H. Samson. *Retail Merchandising*

INSTRUCTIONAL SUPPLIES

- Counters and tables
- Cabinets for merchandise storage
- Display fixtures
- Examples of store saleschecks
- Hangers for merchandise
- Examples of unit-control forms
- Price tickets for merchandise
- Materials for posters and signs
- Notebooks for financial records

FASHION COPYWRITING

Prerequisites: *Fashion Sales Promotion; The Elements and Coordination of Fashion; Basic Textiles; Furs and Leathers*

Suggested Hours: 45

Behavioral Objectives

This area of instruction should enable students to:

1. Understand the function, goals, and uses of fashion copy within the fashion merchandising operation, at its various promotional levels.
2. Recognize the factors basic to all copywriting.
3. Evaluate existing, printed headlines and visualizations, and develop original headlines and visuals.
4. Analyze and judge current body copy in advertising media, and strengthen their ability to write original body copy.
5. Develop an ability to write copy for merchandising media.
6. Gain insight into the construction of a total advertising campaign.
7. Recognize the existence of restraining municipal, state, federal, and associative guidelines for advertising copy.
8. Gain fluency in the terminology of copywriting.

Instructional Guidelines

Since advertising and/or other sales promotion activities are an integral part of the merchandising function, all prospective merchandisers should, at the very least, be able to evaluate the selling effectiveness of written fashion copy. Many merchandising occupations also involve, to a greater or lesser degree, the writing of copy for display presentations, signs, fashion reports, market bulletins, and/or direct mail pieces. This area of instruction is an introduction to the basic principles of copywriting, with major emphasis on fashion copy in various levels of promotion.

It is expected and suggested that the instructor use current newspapers and magazines as an up-to-date resource of available material. Direct mail pieces received by instructor and students alike should be added to this collection. Camera work may be incorporated for the recording of window and interior signs, to be found in retail stores.

It is also suggested that local manufacturers and retail stores be invited to participate by sending in national and retail advertising campaigns for classroom analysis, and by supplying any merchandising promotions for copywriting samples that may be available.

Teaching Modules

	Suggested Hours
I. Introduction and Orientation	3
II. Basic Factors for Consideration	6
III. Headlines and Visualization	6
IV. Body Copy for Advertising Media	9
V. Copy for Merchandising Media	6
VI. Total Campaigns	9
VII. Conclusion and Recapitulation	6
Total Hours – – – –	45

I. INTRODUCTION AND ORIENTATION

Teaching Content

A. The Functions of Copywriting
   1. To sell products, services, or ideas
   2. To maintain or build corporate image (institutional)

B. What a Copywriter Does
   1. Copywriting jobs
   2. The function
   3. The job's place in the advertising "picture"
      a. National advertising
      b. Retail advertising
      c. Advertising agency

C. Levels of Fashion Copywriting
   1. National
      a. Textile producers directly to consumers
      b. Apparel and accessory manufacturers directly to consumers
      c. Wholesalers directly to consumers
   2. Trade

a. Textile producers to apparel and accessory manufacturers and/or retailers
b. Apparel and accessory manufacturers to wholesalers and/or retailers
c. Wholesalers to retailers
d. Inter-industry advertising

3. Retail: direct advertising to consumers

D. Specific Goals
1. Create sales
a. Short range
b. Impulse buying
c. Long range
2. Remind customer of needed merchandise
3. Present store events to consumer
4. Create awareness and demand
a. Product, new or already known
b. Brand-name
c. New department in a store
d. New division in a company
5. Create favorable disposition towards company or store
6. Impart information and attitudes
7. Offset competitive claims
8. Correct false impressions
9. Build confidence in company or store
10. Create loyal customers out of sporadic ones
11. Encourage store visits
12. Offer mail order
13. Offer special terms of sales

E. Uses
1. In advertising media
a. Print: newspapers and magazines
b. Broadcast: radio and television
c. Direct mail: letters, statements and catalogs
d. Miscellaneous: outdoor and transit
2. In merchandising media
a. Resident or central buying office bulletins
b. Direct mail (secondary use): letters and announcements
c. Display and signs

F. Characteristics of Advertising Copy
1. Form
a. Copy
b. Art: photography or illustration
c. Layout
d. Typography
e. Logotype (style of signature)
2. Selling process (by which functions and specific goals are achieved: *AIDA*)
a. Attention
b. Interest
c. Desire
d. Action

Learning Experiences

1. Have students examine newspapers, trade papers, and fashion magazines to clip, identify, and bring into class one example of each level of advertising copywriting. (All advertisements clipped and submitted in all learning experiences as assignment material must be properly identified and must show publication source, and day or date of issue)
2. On the basis of student collections, develop discussions in class of the major function served by the examples. Have students name the specific goal(s) that could be achieved by the samples.
3. Select specific advertisements, and have student recognize and name steps in the selling process achieved by the samples.
4. Have students start a glossary notebook of specialized fashion copywriting terminology, to be added to throughout the course.

II. BASIC FACTORS FOR CONSIDERATION

Teaching Content

A. The Company, Store, Corporation
1. Reputation
2. Financial status
3. Age
4. Geographical extent
5. Size
6. Corporate goals

B. The Product or Product Line
1. Use
2. Variety
3. Place on merchandise acceptance curve (fashion cycle)
4. Category: volume or limited fashion
5. Individual characteristics
a. Selling points
b. Product benefits

C. The Logical Customer-Group
1. Determination of physical characteristics: demographics
2. Determination of psychological characteristics: psychographics
3. Determination of specific buying patterns: customer motivation

D. Media: Where to Find Targeted Customer-Group
1. Variety of media
2. Availability
3. Costs
a. Absolute
b. Comparative

E. Immediate Objectives to be Achieved

F. Copy Appeal
   1. The major selling point
   2. Presentation as a customer benefit

Learning Experiences

1. Present a series of mounted or reprinted advertisements to the class, and ask for student recognition of basic factors.
2. Have students select one or more generally known products currently on the market, and isolate the basic factors that need to be known before copy can be written.

III. HEADLINES AND VISUALIZATION

Teaching Content

A. Functions
   1. To attract attention
   2. To awaken interest to read further
   3. To select a motivated audience

B. Classifications of Headlines
   1. News and information
   2. Selective
   3. Claim
   4. Advice and promise
   5. Slogan and logotype
   6. Mood-setting
   7. Provocative

C. Checklist for Effective Headlines
   1. Arresting
   2. Able to draw reader's interest into body copy
   3. Able to select an interested potential customer
   4. Carry main selling point in its wording
   5. Contain a verb, if at all possible, to add drama and action
   6. If it presents a question, the answer must lie in the body copy and product. Thus, the question must be pertinent.

D. Classifications of Visualization
   1. Illustration of product
      a. Alone
      b. In use
      c. In a setting
      d. In its package
   2. Illustration of benefit
      a. From product use
      b. Loss or damage resulting from non-use
   3. Dramatization of headline idea
   4. Dramatization of the evidence given to support a product claim
   5. Enlargement of a detail
   6. Contrast or comparison
   7. Cartoons or trade characters
   8. Charts, diagrams, or X-ray effects
   9. Symbolism or abstract illustration
   10. Mood-setting or romanticized background

Learning Experiences

1. Have students look through local newspaper(s) and select three advertisements with poor headlines. Have students mount and identify these and give their reasons for selection of each.
2. Have students (a) rewrite each headline, indicating the proper classification, and (b) using the checklist, explain why their effort is an improvement.
3. Show a prepared slide series or pre-selected examples of advertisements exemplifying each classification of headline and each classification of visual.

IV. BODY COPY FOR ADVERTISING MEDIA

Teaching Content

A. Copy Approaches
   1. Definition (method selected by copywriter to present the copy appeal, i.e., the product's selling point that parallels customer-motivation)
   2. Classifications
      a. Factual or direct approach
         1) Direct selling news
         2) Factual testimony
      b. Narrative approach
         1) Descriptive or human interest
         2) Fictional testimony
         3) Monologue or dialogue
         4) Humor
         5) Comic strip
         6) Verse
      c. Projective approach (selling points presented in terms of effect on reader)

B. Classifications of Closings
   1. Implied suggestion
   2. Soft suggestion
   3. Command or direct call to action

C. Company or Store Requirements
   1. Signature or logotype
   2. Address
   3. Branches
   4. Where available
   5. Store hours

D. Checklist for Effective Copy
   1. Involvement of the selected audience
   2. Maintenance of the "you" point of view
   3. Avoidance of statements like "We offer . . ." in favor of statements like, "Now you can have . . ."

4. Opening with the product benefit(s), i.e., the main selling point or copy appeal, thus restating the headline idea
5. Specific information and details, e.g. avoidance of "stronger than . . ." in favor of "40% stronger than . . ."
6. Honesty and credibility of statements
7. Specific proof in support for all claims
8. Provision of clues as to where to buy the product
9. Appropriateness, honesty, simplicity, timeliness, pace and specifics of language
10. Action demanding closing, e.g. telephone, write or come in

Learning Experiences

1. Have students bring in three properly mounted advertisements with a paragraph for each evaluating the body copy. Have students rewrite body copy, and add a paragraph of explanation as to the changes made in newly written copy. (Body copy should not be less than 50 words, exclusive of store name and any other store information.)
2. Use an opaque or overhead projector to show three pieces of existent body copy that you have clearly marked as examples of the three copy approach classifications. Have students rewrite one or more in a different approach, classifying the new approach.
3. Combine experience #2 with a review of classifying and writing headlines as discussed in Module III.

V. COPY FOR MERCHANDISING MEDIA

Teaching Content

A. Application of Basic Copywriting Factors to Merchandising
   1. The company
   2. The product
   3. The audience
   4. The medium
   5. The objective(s)

B. Resident or Central Buying Office Bulletins
   1. Explanation
      a. Information from centralized chain offices to affiliated stores
      b. Information from resident buying offices to store clients
   2. Classifications of major types
      a. Forecast or projection
      b. Round-up or market report
      c. Resources memorandum
      d. Flash or telegram
   3. Special requirements to be stressed
      a. Strong selling points of product
      b. Buying motives of store buyer
      c. Copy appeals based on product benefits to consumer
      d. Full factual information

C. Direct Mail as a Trade Merchandising Medium
   1. Dissemination of new product information to trade
   2. Information about changes in product, personnel or business policies
   3. Communication of institutional news
   4. Establishment of friendly atmosphere for later business transactions

D. Visual Merchandising Media
   1. Classifications
      a. Window signs
      b. Interior signs
         1) Counter-top signs
         2) Shelf signs (shelf-talkers)
         3) Floor stands
         4) Rack signs
         5) Streamers and banners
   2. Type of copy needed
      a. Short
      b. Rule of thumb: six words or less
      c. Similar to headline copy
   3. Objectives and uses
      a. Sale of related merchandise
      b. Attraction of traffic into store
      c. Emphasis on fashion news
      d. Location of a department
      e. Identification of sale merchandise
      f. Customer reminders of needed merchandise
      g. Attention-getter for a special event or price promotion

Learning Experiences

1. Show types of bulletins from actual central or resident buying offices. Where geographical placement permits, invite a buying office copywriter or buyer to talk to class about the writing of bulletins. If this is not feasible, invite a buyer of a large local retail store to discuss the bulletins that he/she receives from the firm's buying office.
2. Have students take a walking tour of large and small local stores of different types (e.g., fashion leaders, discount, etc.) Have them list, classify, and justify various visual media noted, with particular attention to window and interior sign copy.
3. Have students isolate and identify a fashion trend and write the copy for a buying office bulletin on that trend. Have class evaluate the effectiveness of the bulletins in terms of their intended purpose.

4. Have students select a feasible retail fashion promotion and write copy for one window sign and one interior sign. Have class evaluate each other's sign copy.

VI. TOTAL CAMPAIGNS

Teaching Content

A. The Ingredients of a Plan
   1. Objective
   2. Merchandise and its major selling point
   3. Type of customer as target
   4. Appeal to be used (expressed as theme)
   5. Media needed to select the customer-group
   6. Budget
   7. Extent of time for which the advertising is being planned
   8. Responsibility for various steps
   9. Evaluation of results

B. The Campaign
   1. Explanation
      a. Series of advertisements and merchandising events
      b. One product or product family
      c. Same general objective
      d. Single unifying central creative theme or idea
      e. Frequent use of a variety of media
   2. Importance
      a. Impact
      b. Memorability
      c. Economical use of budget
   3. The "Big Idea" (central theme)
      a. Classifications
         1) Verbal (identical headline throughout all variations)
         2) Visual (identical layout and visual idea)
         3) Verbal-Visual (identical headline and layout)
         4) Thematic (identical selling point and objective stressed, though words and visual may change)
      b. Source of ideas
         1) Wide interests: arts, sciences, current events
         2) Continual education: formal and informal via experience and people
         3) Use of special techniques: brainstorming, synthesis, fusing of concepts, adaptation

C. Preparation of the Copy (15-Step Procedure)
   1. Assembly and analysis of all the basic factors (Module II)
   2. Assembly and study of the advertising facts
      a. The campaign theme
      b. Size of advertising space
      c. Use of black-and-white versus color
   3. Review of product facts (use of any material supplied by producer, store, trade publications)
   4. Listing of all the product's selling points
      a. Study and numbering according to importance
      b. Re-listing in order
      c. Decision on a cut-off point of not more than three
   5. Determination of the most effective copy appeal
   6. Decision on the copy approach
   7. Decision on tentative visualization; sketch or make notations for guidance of art department
   8. Outline of the body copy
   9. Writing of the headline

   (N.B. Steps 7, 8, and 9 are interchangeable depending upon the frame of reference of the copywriter)
   10. Writing of the first draft
   11. Re-checking all facts (checking of headline and body copy against checklists [Modules III and IV])
   12. Conference with art department on actual layout and art
   13. Rewriting to exact layout
   14. Writing of final copy, complete in all details and ready for type specifications
   15. Review of proofs after the advertisement is set in type (the copywriter is responsible for any errors appearing in print)

Learning Experiences

1. Have students research fashion magazines to gather at least four different advertisements clearly within one campaign from a single fashion company (apparel, textile, or accessory). These samples must be, by nature, from different publications, or from different issues of the same publication. Have the students classify the type of central idea used in the campaign, and analyze the basic factors that went into the final campaign as exemplified by the examples.
2. Have the students take the same factors, but make a change in the main selling point. Then have them build a new campaign, with a new "Big Idea", classifying it properly. This may well be handled as a student team approach, with students in groups of three or four.
3. Have students write one complete advertisement for their new campaign, noting the publication for which it is planned.

VII. CONCLUSION AND RECAPITULATION

Teaching Content

A. Responsibility of Good Copywriting
   1. Truthful and credible
   2. Informative
   3. Helpful
   4. Clear in meaning
   5. Able to substantiate any claims made
   6. Meet the standards for good taste within the given community
   7. Present price promotions that are backed by adequate stocks of merchandise
   8. Specific and clear in guarantees
   9. Limit testimonial advertising to that of competent witnesses who are reflecting real and honest choices

B. Restraints on Advertisers
   1. Federal (Federal Trade Commission, Food and Drug Administration)
   2. State regulations
   3. Municipal ordinances (especially sales)
   4. Quasi-public organizations
      a. Better Business Bureaus
      b. Local Chambers of Commerce and/or Boards of Trade

C. Review of Terminology (reference can be made to all units and to Learning Experience suggestion #4, Module I.)

Learning Experiences

1. Have students clip local retail advertisements and visit stores to ascertain merchandise availability and to find out if quality, assortments, and prices are as stated in the advertisement. (Note: It is suggested that this be conducted by having students form teams with a single elected captain who will "shop the advertisement", each captain in a different store. In this way, a given store would not be disrupted by too many inquiring students.)
2. Have teams of students research each of the sectors of restraints and controls, reporting to the class on their findings of legislation and other controls in their own community.

Suggested Evaluation

Evaluation may be based on evidence of the students' ability to:

1. Define and/or explain at least 60% of the terminology (vocabulary lists) the students themselves have developed throughout the course.
2. Recognize the functions of copywriting and a variety of its specific goals.
3. Evaluate, rewrite, and with a given set of copy factors, write one or more headlines and classify them.
4. Evaluate, rewrite, and with a given set of copy factors, write body copy and classify the approaches.
5. Prepare one type of bulletin copy and one type of visual media from a given set of product facts.
6. Given a set of copy and advertising factors, develop an advertising campaign with a strong central idea, write appropriate copy with headline, body text, store details (if retail), and suggest feasible visuals.
7. Recognize four or five principles of responsible advertising and cite examples of what their community provides in the way of restraints and controls.

Teaching Resources

TEXTS AND REFERENCES

Colley, R. *Defining Advertising Goals*
Graham, I. *Encyclopedia of Advertising*
Kleppner, O. *Advertising Procedure*
Littlefield J. and C. Kirkpatrick. *Advertising*
Milton, S. *Advertising Copywriting*
------ *Advertising for Modern Retailers*
Norins, H. *The Compleat Copywriter*
Robertson, T. *Consumer Behavior*

PERIODICALS

Daily News Record
Clothes Magazine
Consumer fashion magazines (men's and women's)
Local newspapers and "shoppers"
New York Times or other large city newspaper

INSTRUCTIONAL SUPPLIES

- Examples of advertisements from current newspapers and magazines
- Examples of resident and central buying office bulletins
- Examples of store signs
- Pre-prepared classified series of advertisements in slide form or for use in opaque or overhead projectors
- Projector (opaque, overhead and/or slide)

FACILITIES, EQUIPMENT, AND INSTRUCTIONAL SUPPLIES

A Fashion Merchandising program does not require specialized facilities, elaborate and costly laboratories, or complex and expensive equipment. Rather, its success depends upon the resourcefulness of the teacher's selection and utilization of:

1. "Real life" instructional supplies and materials that exemplify basic merchandising principles and illustrate current and creative merchandising techniques, procedures, and activities.
2. Equipment that is simple enough to be easily handled by students and basic enough to be used for different types of learning experiences for varied facets of merchandising such as selling, visual merchandising, and buying activities.

It is further recommended that equipment be located in the same room(s) in which merchandising classes are conducted so that it may also be used to illustrate or reinforce teaching content. The equipment that is herein suggested lends itself to placement in multi-purpose classrooms or in a specialized room in which merchandising classes are conducted.

EQUIPMENT AND APPROXIMATE COSTS

The type of equipment listed here is minimal and can serve to implement the learning experiences suggested in the different areas of instruction contained in this guide. Quantities of each will depend upon the number of students in a class, and the number of merchandising classes being conducted at any one time. The costs listed are approximate as of the time of this publication. A list of equipment supplies can be obtained by writing to the Sales Promotion Department, National Retail Merchants Association, 100 West 31st Street, New York, N.Y. 10001

EQUIPMENT	*APPROXIMATE COSTS*
Merchandise show cases (different types)	$175 ea.
Accessory display fixtures	10 ea.
Clothes racks	$ 40 ea.
Hangers	10 total
Display mannequins	200 ea.
Counters	50 ea.
In-case T stands	75 ea.
Sign holders	5 ea.
Head forms	20 ea.

INSTRUCTIONAL SUPPLIES

With the exception of publications, most of the "real life" instructional supplies listed here can be obtained by a resourceful teacher, in limited quantities and without any cost, from local or central industry sources. If quantities of merchandising forms and reports are needed for student distribution and use, reproduction costs will be relatively small, but permission to reproduce materials should be obtained from their sources.

SUPPLIES

- Retail merchandising forms (e.g., sales checks, price change forms, order blanks, vendor return forms, inter- and intra-store merchandise transfer forms, advertising and sign request forms, unit control forms, computerized merchandising reports, inventory forms, price tickets, etc.)
- Resident office market bulletins and special reports
- Seasonal fashion swatch cards from textile producers
- Fashion reports prepared for inter-firm use by fashion directors of large apparel and retail firms
- Mail order brochures and catalogues
- Fabric and leather swatches
- Merchandise samples
- Trade publications
- Fashion magazines

SELECTED BIBLIOGRAPHY

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Anspach, Karlyne. *The Why of Fashion*. Ames, Iowa, Iowa State University Press, 1967.

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Baker, Henry. *Rich's of Atlanta: The Story of a Store Since 1867*. Atlanta, Division of Research, University of Georgia, 1953.

Bender, Marilyn. *The Beautiful People*. New York, Coward-McCann & Geohegan, Inc., 1967.

Bennet-England, Rodney. *Dress Optional: The Revolution in Menswear*. Chester Springs, Pa., Dufour Editions Inc., 1968.

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Bigelow, Marybelle. *Fashion in History*. Minneapolis, Burgess Pub. Co., 1970.

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SELECTED TRADE PUBLICATIONS

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American Fabrics, 24 East 38th Street, New York, N.Y. 10016

Apparel Manufacturer, Riverside, Conn. 06878

Body Fashions, 757 Third Avenue, New York, N.Y. 10017

Boot and Shoe Recorder, Bala Cynwyd, Pa. 19004

Boutique Magazine, 1300 Broadway, New York, N.Y. 10018

California Apparel News, 1011 So. Los Angeles Street, Los Angeles, Calif. 90015

California Men's Stylist, 1011 So. Los Angeles Street, Los Angeles, Calif. 90015

Chain Store Age, 2 Park Avenue, New York, N.Y. 10003

Clothes Magazine, 47 West 44th Street, New York, N.Y. 10036

Daily News Record, 7 East 12th Street, New York, N.Y. 10013

Department Store Management, 60 East 42nd Street, New York, N.Y. 10017

Discount Merchandiser, 205 East 42nd Street, New York, N.Y. 10017

Display World, 407 Gilbert Avenue, Cinn., Ohio 45202

Earnshaw's Infants, Boys and Girls Wear, 393 Seventh Avenue, New York, N.Y. 10016

Fashion Calendar 8 East 77th Street, New York, N.Y. 10021

Footwear News, 7 East 12th Street, New York, N.Y. 10003

Fur Age Weekly, 127 West 30th Street, New York, N.Y. 10016

Fur Parade, 330 Seventh Avenue, New York, N.Y. 10016

Glove Life, Gloversville, N.Y. 12078

Handbags and Accessories, 1133 Broadway, New York, N.Y. 10001

Hosiery and Underwear Review, 757 Third Avenue, New York, N.Y. 10017

Intimate Apparel, 757 Third Avenue, New York, N.Y. 10017

Men's Wear, 7 East 12th Street, New York, N.Y. 10003

Modern Textiles, 350 Fifth Avenue, New York, N.Y. 10016

Stores Magazine, 100 West 31st Street, New York, N.Y. 10001

Western Apparel Industry, 112 W. 9th Street, Lo. Angeles, Calif. 90015

Women's Wear Daily. 7 East 12th Street, New York, N.Y. 10003

Appendix

REPRESENTATIVE TRADE ASSOCIATIONS

AMERICAN APPAREL MANUFACTURERS' ASSOCIATION, 1611 N. Kent Street, Arlington, Va. 22209

AMERICAN FOOTWEAR MANUFACTURERS, 342 Madison Avenue, New York, N.Y. 10017

AMERICAN TEXTILE MANUFACTURERS' INSTITUTE, 1501 Johnston Building, Charlotte, N.C. 28202

ASSOCIATION of BUYING OFFICES, 100 West 31st Street, New York, N.Y. 10001

BOYS and YOUNG MENS APPAREL MANUFACTURERS' ASSOCIATION, 10 West 33rd Street, New York, N.Y. 10001

CALIFORNIA FASHION CREATORS, 110 East 9th Street, Los Angeles, Calif. 90015

CHAMBRE SYNDICALE de la COUTURE PARISIENNE, 100 Rue Du Fauborg St. Honore, Paris 5, France

CLOTHING EXPORT COUNCIL of GREAT BRITAIN, 54 Grosvenor Street, London W19, England

CLOTHING MANUFACTURERS' ASSOCIATION, 135 West 50th Street, New York, N.Y. 10020

COTTON, Inc., 350 Fifth Avenue, New York, N.Y. 10019

FASHION GROUP 9 Rockefeller Plaza, New York, N.Y. 10020 (Regional Offices in all major cities in U.S.A.)

FUR INFORMATION and FASHION COUNCIL, 101 West 30th Street, New York, N.Y. 10001

INTERNATIONAL SILK ASSOCIATION, 200 Madison Avenue, New York, N.Y. 10017

JEWELRY INDUSTRY COUNCIL, 608 Fifth Avenue, New York, N.Y. 10020

LEATHER INDUSTRIES of AMERICA, 411 Fifth Avenue, New York, N.Y. 10016

LINGERIE MANUFACTURERS' ASSOCIATION, 41 East 42nd Street, New York, N.Y. 10017

MAN-MADE FIBER PRODUCERS' ASSOCIATION, Inc., 1000 Connecticut Ave., Washington, D.C. 20036

MEN'S FASHION GUILD, 353 Fifth Avenue, New York, N.Y. 10019

MEN'S RETAILERS of AMERICA, 1290 Avenue of the Americas, New York, N.Y. 10019

NATIONAL ASSOCIATION of GLOVE MANUFACTURERS, Gloversville, N.Y. 12078

NATIONAL ASSOCIATION of MEN'S SPORTSWEAR BUYERS, 185 Madison Ave., New York, N.Y. 10017

NATIONAL COTTON COUNCIL, 1918 North Parkway, Box 12285, Memphis, Tenn. 38301

NATIONAL DRESS MANUFACTURERS' ASSOCIATION, 570 Seventh Avenue, New York, N.Y. 10018

NATIONAL FOOTWEAR MANUFACTURERS' ASSOCIATION, 342 Madison Avenue, New York, N.Y. 10017

NATIONAL HANDBAG ASSOCIATION, 347 Fifth Avenue, New York, N.Y. 10019

NATIONAL KNITWEAR MANUFACTURERS' ASSOCIATION, 350 Fifth Avenue, New York, N.Y. 10001

NATIONAL MILLINERY PLANNING BOARD Inc., 10 East 40th Street, New York, N.Y. 10019

NATIONAL RETAIL MERCHANT'S ASSOCIATION, 100 West 31st Street, New York, N.Y. 10001

NEW YORK COUTURE BUSINESS COUNCIL, 141 West 41st Street, New York, N.Y. 10036

TANNERS COUNCIL, 411 Fifth Avenue, New York, N.Y. 10019

TEXTILE DISTRIBUTORS ASSOCIATION, 1040 Avenue of the Americas, New York, N.Y. 10018

WOOL BUREAU Inc., 386 Lexington Avenue, New York, N.Y. 10017